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ABSTRACT

A study was undertaken to examine and strengthen the examination system at Hampshire College. During the study the college was in its third and fourth years of operation. The system, known as progress by examination, is comprised of six diagnostic and evaluative meetings between students and their faculty to determine their eventual satisfactory completion of academic work for the bachelor's degree. The system is found to work well, as evidenced by: the way students move from entrance to graduation with increasing levels of skill, sophistication, and ability as documented by products of their own research, and by evaluation by college and extra-college faculty; and student progress to successful careers in graduate work and professional training. Report contents include: an overview of the examination system; activities undertaken during the study period; publications; meetings; job placement; workships; advising centers; and evaluation and consultation. A number of advising booklets and related materials are appended. (MSE)

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REPORT TO

THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

ON

PROJECT PROGRESS BY EXAMINATION

Robert von der Lippe
Hampshire College
February 1975

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REPORT ON

PROGRESS BY EXAMINATION GRANT

I. INTRODUCTION

The grant to examine and strengthen the examination system at Hampshire College was obtained in a series of conversations held during the spring and summer of 1973. The grant from the Fund for the Improvement of Postsecondary Education was among those first awarded by the Fund. Though copies of the proposal and the original granting document are attached as Appendices A and B, they do not accurately reflect the extent to which plans for this project were established. The Fund aimed to give maximum flexibility to this institution in support of a system of academic measurement and assessment of students' progress which was and is extremely unusual in American higher education.

Both Robert Birney and Russell Edgerton are, in the mind of the writer, to be commended for having the vision to allow for the flexibility built into this project and we very much hope that the results speak to the wisdom of this original decision. Following the general agreement about the shape of the project, Robert Birney, Vice-President of Hampshire College, selected Robert von der Lippe, Associate Professor of Sociology, as director of the project along with Van Halsey, Admissions Director, as assistant director, and designated Stephen Mitchell of Management Systems and Daniel Kegan of Institutional Research at Hampshire College to provide specific services in each of their respective areas for the project. Robert von der Lippe assumed responsibility for the overall course of the project and general supervision of the extent to which the terms of the grant were satisfied. In addition, he has taken specific and primary responsibility for the developmental aspects of the progress by examination system at Hampshire by facilitating greater knowledge and implementation of the goals of progress by exam where those initially were weak. Van Halsey was given specific responsibility for attention to the aspects of the grant concerning the creation of transcript materials and the movement of Hampshire students from the College to post-graduate activities. Van Halsey was particularly suited for such responsibilities, since as Director of Admissions at Hampshire College he has a broad knowledge of the life histories of the students who attend the College, as well as the perspective to compare the processes by which this institution presents its graduates to the world with those of traditional institutions.

In this introduction a final comment should be made with regard to the climate in which this project was undertaken. Hampshire was in its third and fourth year of existence during this project. It had at the time eighty to one hundred faculty members, all of whom had been recruited from various excellent institutions of higher learning across the United

States. These faculty had been asked to abandon traditional notions of how higher education was accomplished, and to commit themselves to extraordinarily heavy workloads, ambiguous work situations, and newly created, or in some instances, yet to be created working spaces in their appointments to the College. What made this particular group of faculty interesting was the extent to which they were, as far as we can determine, unanimously in support of the measurement of the academic progress of their students by what were called Hampshire examinations. The enthusiasm and commitment to this system of measurement and evaluation has continued among faculty members. If there is one single fact which explains the success of the project, it is the sustained commitment by the faculty to this idea.

II. PROGRESS BY EXAMINATION AT HAMPSHIRE COLLEGE

Briefly, progress by examination at Hampshire College can be described as a system of six diagnostic and evaluative meetings between Hampshire students and their faculty to determine their eventual satisfactory completion of academic work for a baccalaureate degree at Hampshire College. The first four of these six meetings concentrate upon the notion of general education or distribution of a student's learning across the major fields of endeavor in a liberal arts education. The four concern themselves with learning the modes of inquiry, or the way in which professionals in each of the areas under study go about asking questions, engaging in analysis, producing results, or acquiring further knowledge in their fields.* The four areas are Social Science, Natural Science, Humanities and Arts, and Language and Communication. These four disciplinary groupings comprise the four major Schools at Hampshire College and all students are required as their initial task at Hampshire to design and successfully complete examinations in each of these Schools. These first four evaluations are called the Division I exams. The fifth diagnostic-evaluative meeting with a student is entitled a Division II exam. This meeting concerns itself with a review and evaluation of the work undertaken by the student in the course of a self-defined, previously approved concentration. The completion of this second stage of a student's career at Hampshire can be compared to a student's fulfillment of formal academic requirements toward a major at a traditional institution. The sixth and final meeting between a faculty member and a progressing student occurs at the Division III examination. At this point, a review is undertaken of the student's major independent research project which is the final formal requirement for obtaining an A. B. degree at Hampshire. Again, there must be prior approval by the Examination Committee of the project proposal.

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* See for further discussion, Franklin Patterson and Charles R. Longsworth, The Making of a College, Cambridge, Massachusetts, the M.I.T. Press, 1966, pp. 86-87.

The system just described was formally proposed in The Making of a College by Franklin Patterson and Charles Longsworth* and further described and defined in the early planning documents of the College in 1968 and 1969. The specific characteristics of this system of evaluation have undergone some changes between the opening of the College and the conduct of this project. For example, in the first year of the College, it was generally assumed that a Division I examination would not be entirely the creation of the student, but rather made up of a combination of questions posed by both faculty and students which would then combine to form the subject matter of examination meetings. By the end of the first year at the College, this system of combined faculty and student input to the construction of the examination had disappeared, and in its place the current procedure of students proposing the exam with faculty advice and consultation and the faculty generally agreeing to evaluate whatever a student proposes had become standard practice.

The necessity of a student's submitting a proposal for the examination at the Division I level plays a significant part in keeping the Division I exams to a shape and form that is appropriate for faculty review and evaluation. Each of the four Schools, with some variation in record keeping and timing, requires students to submit proposals for the work that they wish to be examined.

The consequences of this relatively simple and entirely student-initiated system no longer seem remarkable to any on the Hampshire campus. However, one of the difficulties in reporting to outsiders about the Hampshire academic program is the extent to which this system of evaluation seems practically incomprehensible to traditional academics concerned with record keeping, the accumulation of units, the extent to which courses or experiences are taught by qualified and appointed faculty, and so forth--in short, the traditional myopia with regard to how learning must be packaged.

This system of evaluation does work. At present, as the subsequent report will show, the extent to which students have moved from entrance to graduation with constantly increasing levels of skill, sophistication, and ability, is documented in the products of their own research, in the observations of multiple faculty here at Hampshire, and in the observations of faculty outside Hampshire College. In addition, the extent to which students from Hampshire College have moved on to successful careers in graduate work and professional training throughout the United States, having clearly mastered the various admission mazes constructed for entrance to such programs, is evidence that successful learning has taken place here at Hampshire. It will take many years before strong conclusive evidence can be accumulated to either establish the equivalence of a Hampshire education to more traditional modes of learning, or, as we at Hampshire would prefer to believe, to demonstrate the superiority

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* Ibid., pp. 92-98.

of the Hampshire program to most others. There is no doubt that such evidence will slowly but surely be accumulated. For now, our task will be to describe one and one-half years of activity devoted to the strengthening of this examination system and what evaluation we have been able to undertake. Our thanks to the Fund for the Improvement of Postsecondary Education are considerable and sincere, since the work here reported could have not been accomplished without their help.

III. ACTIVITIES UNDERTAKEN DURING THE PERIOD OF THE GRANT

Although not clearly stated in the proposal for Hampshire's grant to strengthen and study our system of academic progress by examination, there were two objectives which were agreed on by both the Office of the Fund for the Improvement of Postsecondary Education and ourselves early in the period of the grant. The first was to produce a document that reported how Hampshire (and by implication many other institutions of higher education as well) could make a system of academic evaluation known to its students and faculty in such a way that it operated smoothly and effectively. The second objective was to attempt some evaluation of the effectiveness of that system of progress by examination. The emphasis during the year and a half of the grant has been on the first of these two objectives, though we are pleased to be able to report considerable success on both fronts.

It became clear in the earliest days of the life of the College, that the key to the success of the new academic feature of allowing students to progress toward the accomplishment of their Bachelor of Arts degree by proposing and taking a series of six examinations instead of satisfactorily accumulating an arbitrary number of units, lay in the extent and quality of advising provided by faculty for students at Hampshire. As a consequence, the major thrust of our work and development during the period of the grant has been with specific reference to the advising system. Attention was not called to the crucial nature of advising at Hampshire in The Making of a College, and there were few if any guidelines for its specific shape and structure when the College opened.* It was evident to any observer that a system of such considerable independence on the part of students and autonomy for faculty required solid and consistent advice concerning the ways in which the academic endeavor might be undertaken. What was not fully realized was the extent to which, by having recruited an excellent though traditionally trained faculty from all over the United States, there was the necessity of training the faculty anew in how to advise students to understand and progress through this new academic program. It is safe to say that we still have not achieved as much success as we would hope in either the commitment or understanding of students with regard to the advising requirement here at Hampshire College. However, during the period of the grant, we went

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* See Ibid., pp. 70-71, and the brief section on faculty in general on pp. 183-187.

much further in both making it known to faculty that advising was the key and in many instances improving the quality of that advising.

During the course of the grant, we were able to produce publications relating to advising in general, advising for examinations in particular, and documents for assistance in the graduate relations area. We were able to hold many meetings and workshops to communicate directly the importance of the advising system as it related to progress by examination. We moved to support and expand considerably the system of advising centers that had originated in the School of Humanities and Arts. There are now seven such centers in operation at the College. We utilized two groups of outside consultants to help us better see both where our problems lay and where potential solutions might be found. We undertook a series of evaluations which have resulted in both quantitative and qualitative results which give us considerable hope that our efforts are beginning to bear fruit. Finally, we have begun to create one example of how Hampshire might undertake the description and broadcast of its different way of measuring academic progress. Specifically we are in the final stages of producing a film on the Division I examination process which will be suitable for use for orientation purposes with our own faculty and students as well as for explanation of our procedures to non-Hampshire audiences. Each of these separate categories needs special explanation.

IV. PUBLICATIONS

A. Advising Notebook

Eight publications have been produced during the period of this grant directly as a result of funds provided by the Fund for the Improvement of Postsecondary Education. The first of these is an advising notebook for faculty which was produced at the outset of the grant period. In its earliest form it was conceived as a looseleaf notebook with contents designed to be helpful for a Hampshire College adviser in meeting with his or her new students for the registration of courses at the beginning of the fall semester. Indeed, there is nothing particularly unique about this first advising notebook. The problem of registration at college is severe everywhere since the system of trying to provide students with a program of courses combining their wishes with the requirements of the institution is sharply different from what most students anticipate based upon their secondary school experience in the United States. Hampshire is not unique in this regard except to the extent to which a knowledge of the academic offerings of our neighboring institutions with whom we have strong cooperative relationships is needed. The presence of Amherst College, Smith College, Mount Holyoke College, and the University of Massachusetts adds vastly to the academic strengths of the program offered at Hampshire College. It

also necessitates a knowledge of a larger academic environment than usually has to be understood by most new faculty members. As a consequence, the first advising notebook paid particular attention to Five College advising. During the period of the grant, we moved steadily toward the creation of a much more extensive advising notebook. Attached here as Appendix C is the latest version of that notebook. As can be noted from its introduction, it will constantly be in a state of change. It is not a policy document, but rather a guidebook for faculty to help them understand the Hampshire College academic program so that they may be better able to guide both new and old students through our own academic labyrinth. It will be noted in a review of this document that one section is still missing. That on counseling has yet to be written. Efforts are currently underway to work with the psychological counselors in the Hampshire Health Service as well as the Housemasters of each of Hampshire's living units to produce this insert. Once that task has been accomplished, the overall shape of the notebook will be complete. However there is no intention that a final draft will ever be created. The ways in which we advise and the kind of information we are able to give will change practically as rapidly as other alterations in the Hampshire program are made. As a consequence, there will always be the necessity for revision, change, and updating.

B. Portable Advisors

We believe the advising notebook satisfies the major objective of the original proposal with the Fund. However, there is another series of publications which further supports and supplements this original objective. This is a series of small pamphlets entitled "The Portable Advisor". So far these have been created for two purposes: one, the orientation of new students to the Hampshire campus and two, the orientation of students to the examination system in particular. Hampshire, in its short lifespan, has become somewhat infamous for its rhetoric. Although The Making of a College and the subsequent planning documents persuaded faculty at distant institutions to come here and teach and students who were looking for new alternatives in higher education to enroll, those same publications fell somewhat short when used as day-to-day guides once on the Hampshire campus. We sought to create a series of documents that would be lighter and less serious in tone, yet would still convey the objectives of the various parts of the program under consideration. With the help of a student, Gwen Kerber, two issues of "The Portable Advisor" and one issue of "The Portable Advisor on Examinations" were produced. We are convinced, and there is some evidence in the evaluations to be reported later, that these documents were successful in the dissemination of information needed by students to find their way more easily through the Hampshire system of education. These booklets are included as Appendices D and E.

C. Graduate Relations Booklets

The publication of a Graduate Relations Handbook was also undertaken during the life of the grant. This booklet is included as Appendix F. It will be noted that it is still in draft form since it was written during the summer and fall of 1974, and is being distributed in mimeographed form prior to its conversion to a standard format for regular distribution. The booklet is intended to be a general reference for students on how to prepare their files and move from the status of undergraduate at Hampshire to graduate student elsewhere. It is written without reference to particular field but provides general guidance for all prospective graduate students. Coupled with this publication are two more highly specialized documents, "The Pre-Med Advising Booklet" and "The Pre-Law Advisor", which give specific advice to students who select those career fields. The pre-med booklet is included as Appendix G and has been completed, while the pre-law booklet is still in draft form.

This set of graduate relations publications forms the core of what we hope will become a series of graduate relations/options documents to provide a full range of information for students at the College on job placement, graduate school and professional placement, as well as opportunities for field work and internship opportunities while at the College. Work in this direction has already been initiated and is now under the leadership of Joanne Hadlock, Director of Graduate Relations and Options.

D. Policy and Information Publications

In the summer of 1974 a group of four faculty members at the College met along with the Project Director to revise and rewrite some of the existing College publications as descriptions of the advising process and the system of progress by examination. Revisions of the Hampshire College Student Handbook, Faculty Handbook and a general information pamphlet on progress by examination were all completely rewritten by this group. The group was composed of the coordinators of each of the four School Advising Centers and thus included the best informed members of the Schools to undertake such a task. These three documents are also included with this report as Appendices H, I, and J, respectively.

V. MEETINGS

A. Admission to Professional Schools

A series of meetings was also conducted under the aegis of this grant. The meetings focused on the grant's work in the area of

graduate relations and were thus under the directorship of Van R. Halsey. Two meetings with medical school admissions deans were held in 1973 and 1974. One meeting with law school admissions deans was held in 1973. A specific report of the conduct of these meetings is included as Appendix K. These meetings were highly productive for educating outsiders on the process and validity of the progress by exam procedure. Hampshire students and faculty were present to answer questions and give positive demonstration of the extent to which highly qualified students were being trained at and graduated from the College. It was particularly useful for us to be able to demonstrate to these educators in law and medicine how our unique structure produces highly qualified candidates for the most traditional programs.

In no instance was either the advising system or the examining system threatened by these direct encounters with admissions officers. Rather our belief that the independence and high motivation engendered by Hampshire's academic program produces stronger candidates for these professional fields was substantiated. In addition there was considerable evidence that we had succeeded in convincing these admissions officers of the strength of our case; after a day on the Hampshire campus, they left in an enthusiastic frame of mind and far better educated about what we were trying to do.

B. Transcript Meetings

Additional meetings were held on the question of record keeping and the production of narrative transcripts. One such meeting took place in Amherst, Massachusetts, on January 22, 1974. Included in this group were registrars and admissions deans from the following colleges: Amherst College, Antioch College, Empire State College, Florida International University, Franconia College, Goddard College, Hampshire College, Kirkland College, and New College. Another meeting on the same topic was sponsored by the American College Testing Program in July, 1974, in Iowa City, Iowa, and was attended by Hampshire representatives.

Our discussion of narrative transcripts both at Hampshire College and elsewhere has been productive for sharpening our ability to guide students in the creation of their own transcript and thus the presentation of Hampshire academic work to outside audiences. We still have a long way to go in this regard. For example, difficulties which we encounter with outside admission organizations such as those active in medicine and law, give considerable evidence of the problems of fitting Hampshire's educational programs into the "square holes" of professional and graduate educational admission processes. We are improving at this, but our success is at the expense of heavy use of faculty, student and staff time in the preparation of highly individual transcript documents. The grant has helped us identify the problems in narrative transcript preparation, but the solution

to the problem cannot be reported here. It will take some time yet before we will be confident enough to attach to this document a single copy of a Hampshire transcript.

The Office of Management Systems, under the directorship of Stephen O. Mitchell, has moved further on this problem with its work on the academic history project. Along with the other colleges in the Valley, we are now on the brink of being able to produce rather extensive records of Hampshire's students' academic histories from computer stored information which will serve as the core for our narrative transcript system. A report of the academic history project as well as an example of the kinds of information now available from the system is included as Appendix L.

VI. JOB PLACEMENT

In the general graduate relations/options area of the grant, we also undertook to review procedures for job placement for Hampshire students following graduation. This portion of the study was guided by Robert Fox, Director of Personnel at Hampshire College. Although extensive work was undertaken to advise students on job placement skills and requirements, we are unsure of what direction future developments in this area will take. One new effort in this area will be the introduction of career counselling sessions conducted by Joanne Hadlock, Director of Graduate Relations and Options. Certainly this has been one of our most difficult problems to grapple with. We feel that the nature of the Hampshire academic program produces students who fit into standard job categories even less well than the traditional liberal arts students.

We received valuable assistance from Five College cooperation in this area. The job placement offices in each of our neighboring schools were made available to our students for interview scheduling and guidance. It still remains for us to put into operation a full scale job placement service for our own graduates, but the development of such an office is now underway under Joanne Hadlock's direction.

VII. WORKSHOPS

Two extensive series of faculty workshops were held during the 1973-74 academic year. These sessions were designed for the discussion of advising and examining at Hampshire. The workshops brought together eight to ten faculty each time who were selected to provide a mix of Schools and experience at Hampshire. All but thirteen Hampshire faculty attended the first series of workshops which were devoted specifically to the topic of advising and were held during the fall term of 1973-74. All but nine faculty members attended the second series of workshops held in the 1974 spring term which focused on the specific question of academic standards.

Each workshop lasted for a two-hour period in the middle of the day and included a sandwich lunch. The agendas were the same for each session within each of the two series of workshops and were distributed to the participants several days before each meeting. Each discussion was lively and active and we feel confident in reporting the overall success of the series.

There were both manifest and latent functions of the workshops. They were explicitly designed to provide information about advising and the relationship of advising to the examination process. Memos, faculty handbooks, written directives, School meetings and meetings of the Academic Council had all been used to explain the advising system and the conduct of exams. They were and are insufficient as the only means for reminding faculty and students of existing policy and encouraging adherence to that policy. As a consequence, small workshops were instituted as another step in this process. Eight to ten faculty could be easily gathered together around a single table, asked to address themselves to a set agenda, and be expected to participate more or less equally in a discussion of those agenda items. In addition this number allowed us to have a good mix of faculty by academic Schools and length of service at the College. By having faculty participate and represent the perspectives of each of the four academic Schools at the College, we were able to determine that individual faculty frustration with advising and examinations was not the product of any one School's particular academic problems. Rather, it occurred throughout the College and it stemmed from the crucial nature of advising for Hampshire's flexible curriculum. In the workshops we were able to make the point that advising at Hampshire is teaching and that teaching knows no disciplinary distinctions. Styles might vary depending upon whether the subject was painting or politics. Formats could differ depending upon whether the information to be disseminated was standardized and applicable to all students or unique to a particular student and his or her problems. This link between teaching and advising is one of the most important outcomes of the project.

The latent functions of the workshops were to provide a much greater sense of shared responsibility by faculty for what was going on in Hampshire's academic program. Hampshire faculty share with Hampshire students the ambiguity and autonomy of a new and highly individualistic academic program. Faculty, like students, had no real sense of either their accomplishments or their shortcomings in the overall academic program. There was no way for them to be able to compare with a faculty member in one of the adjoining institutions or anywhere else in the country the extent to which they were doing a "good job". Even more importantly, faculty members had, up until the time of the workshops, no consistent and reliable settings in which to compare and contrast their own performances with those of other faculty members across the College. Thus the workshop became a kind of support group for sharing experiences, checking out perceptions, and agreeing on what the norms of this small society ought to be. There is no claim being made here that this process has been accomplished. Instead we very much intend to encourage that such

gatherings be made a regular and consistent part of faculty life at Hampshire. We are convinced that such workshops would lead to both the strengthening of the academic objectives of the College as well as the creation of interpersonal supports between and among faculty.

We have attached to this report as Appendix M the agendas used for the two series of workshops. These gatherings were inexpensive (costing not more than $10.00 total per meeting) and were relatively easy to conduct. In the course of the two series of workshops a number of faculty were given the responsibility of "chairing the session". Some variations in style and conduct of the meetings resulted from these changes in leadership as would have been expected. However, we are convinced that such sharing of responsibility also added to their success. Faculty were given responsibility to draw out other feelings and perceptions of the participants. The leaders themselves were given increased feedback on their own abilities and perceptions. Most importantly, it was discovered that the director of a grant at the College does not have to be the only initiator and leader of faculty activities. In short, workshops such as those that were conducted in 1973-74 can easily and inexpensively be regular parts of academic life at Hampshire.

We feel it necessary to note one caution with regard to the continual conduct of workshops. Staffing is crucial! The success of the two series of workshops which were held is in no small part attributable to the work of Marilyn Colter, the secretary of the grant during the bulk of our activities. Her abilities to call and arrange for the meetings of faculty, as well as to prepare agendas, arrange for the luncheons, and produce reports from them was central to their success. She also has given strong testimony to the worth of these efforts. We are all convinced that workshops need to be continued.

VIII. ADVISING CENTERS

Particularly during the first series of workshops on the relationship of advising to exams, the advent of a new technique being used in the School of Humanities and Arts, called an Advising Center, was discussed. General academic advising for the members of the School of Humanities and Arts has been more of a problem than for faculty in the other three Schools. It rapidly became evident in the first year of the life of the College that studio artists, whether in photography, sculpture, design or painting, meet regularly and independently with their students to teach. Unlike most faculty in the disciplines of a liberal arts college, who are used to group meetings following a classroom format, the studio artist meets with his or her students individually. These individual sessions are teaching sessions designed for development and critique of an individual student's piece of work, ideally suited for individualistic feedback and exchange on unique items of academic work. To attempt to compartmentalize individual meetings, some for the dissemination of policy and procedures on how to register and others on the strength and

insight in the use of a line, color, texture, seems extremely difficult to accomplish. As a consequence, in the School of Humanities and Arts, an Advising Center was created to reduce the individual faculty loads on Division I advising primarily and to centralize those efforts at a center run by students and coordinated by one or two faculty members. The centralization of Division I advising by moving it into the hands of students who, especially in the case of Humanities and Arts, were more familiar with how to fulfill academic requirements across the College, led to an advising system change. Advising in the other three Schools of the College was and in large part still is the major responsibility of individual faculty members. Since teaching has been compartmentalized to the classroom, it has always seemed legitimate, and indeed psychologically safer, to devote individual contacts with students to the general topic of academic procedures and how to negotiate them successfully.

At this point the consequences of Hampshire's different academic program in general begin to alter other traditional perceptions of what advising is in general. It is clear even now at Hampshire that advising is much more than simply telling a student how to go about the process of registration. Most faculty at Hampshire now realize that what they knew as advising at their own graduate and undergraduate institutions bore faint resemblance to what they must undertake with their own students here at Hampshire. There are, of course, still those procedural and policy teaching functions that must be performed. Much more importantly, however, are the tutorial and master-apprentice activities which now characterize advising, particularly at the Division II and III levels. In effect, the style of the studio artist now must be undertaken by all faculty with regard to their Division II and III students to see to the shaping of their students' curricula and academic programs to satisfy the career objectives that each individual student has in mind. It will take more than a report on this grant to fully elucidate these changing perceptions of advising and the kinds of new structures which they necessitate for their adequate accomplishment. We want to emphasize that the creative process underway in these areas (advising centers have now been adopted by each of the College's four Schools as well as by the Third World students, the Women's Center, and a special Division I Advising Center) supplements and further strengthens the need for good advising at the College.

Monies from the grant were expended for providing release time salaries for faculty members so that they could devote full attention to administering the advising centers. In addition, funds were allocated for students to work in and lead in the tasks to be undertaken by the advising centers. Funds were also allocated to provide supplies and materials for the advertisement of the centers across the campus. Finally, monies were specifically allocated to assist in the provision of social amenities such as coffee, doughnuts, cider or beer, any and all of which might have helped to encourage students to use the center and to feel comfortable with these centralized locations for information and guidance. The centers still provide primary information for Division I students and new students at the College. They are all busiest at registration and

pre-registration time and this has reinforced the notion that they are information transferring centers for finding one's way around academically at the College. Increasingly, however, the centers are beginning to take on a somewhat broader notion of advising. They are becoming helpful in the sorting process needed in matching students with faculty for Division I exams and subsequent exams. In addition, when the advising process or match between faculty and student does not work out well, the advising centers are the locus of information for those other faculty members in the School or the College who might be more suitable for a particular student's objectives and style.

It was our hope at the outset that the advising centers would help to reduce the stress and workload inherent in procedural learning. Since we are now convinced even more that advising is teaching and that the characteristics of faculty advising should become more individualized and more specialized to particular students, we believe that advising should "count" for faculty as teaching. We are much more persuaded that the number of courses offered in the catalog should be reduced prior to a reduction in advising.

IX. EVALUATION AND CONSULTATION

The evaluation of Hampshire's system for the measurement of academic progress took a number of forms. We have several highly specific and quantitative measures which comprise the report of the Office of Institutional Research (Appendix N). In addition we have benefited from the visits of two consultants who have given us an outsider's perspective on the kind of work which we have undertaken. Finally we have a review of the evaluative process undertaken in the examination system by a group of faculty members from our neighboring institutions, Smith College, Amherst College, Mount Holyoke College, and the University of Massachusetts.

The report of the Office of Institutional Research should be read in its entirety but can be summarized here by saying that there is evidence which suggests that the efforts to improve the advising system have begun to be successful. Students report in the most recent set of surveys that they like the advising system better than they did and generally believe that the examination system is effective. Our initial objective for this phase of the evaluation envisioned a kind of triangulation effort to obtain information on examinations from students, from the faculty who participated in those examinations and from outsiders. We feel fairly confident about the perspectives of students and faculty. Both students and faculty participated sufficiently to allow us to be considerably more specific about what the Hampshire evaluation system tries to do, how it is perceived by the students, the kinds of educational objectives which both students and faculty believe are parts of the system, and the general satisfaction of the faculty with regard to the effectiveness of this set

of procedures. We have considerably less information about the views of outsiders. This can largely be attributed to the difficulty of recruiting, scheduling, and coordinating the visits and reactions of outsiders to Hampshire's exam process.

In the dozen cases in which we were able to surmount the problems of using outside evaluators, the reactions generally fall into two categories. Those individuals who simply read a Hampshire examination at the Division I, II, or III level after the fact, knowing neither the student involved nor the faculty who participated in the evaluation itself, look on the exams as comparable to term papers or term projects at their own institutions. This is not surprising since in format, this is typically the case. At Hampshire, a written exam runs anywhere from ten to twenty pages in length, may or may not follow strict rules of term paper construction and footnoting and may, more often than not, look like a first draft rather than a completed piece of work. Even the contents bear considerable resemblance to a course term paper. The other group of outside evaluators were faculty from our neighboring institutions who had actually participated as committee members on a Hampshire exam. Here the reactions are quite different, reflecting the complex nature of the actual process to a much greater extent than those of the reviewers who had read only the final piece of work. This latter group of full participants in the examining process tend to be much more favorably disposed to the final report. They are, not surprisingly, more able to talk about the extent to which the final report reflects or does not reflect the range of work which the student compiled to reach the point of proposing the examination.

These two sets of perspectives from outsiders nicely reinforce the view of our consultants, particularly in the case of Charles Teske, the Academic Dean at Evergreen State College.

The notion of needing a diary or log of the kind of work that a student undertakes and that leads to the proposal and initiation of a Hampshire exam is an important addition that Dean Teske urges. In few, if any, cases at the present time are such logs or diaries kept. There is a greater effort in this regard on the Division II examination. Many faculty are beginning to perceive the importance of compiling a tentative transcript at the time of writing a Division II examination Pass. As a consequence, the record of the Division II exam increasingly takes on the characteristics not just of a final paper or evaluation but of an ongoing series of projects and academic endeavors, each of which is evaluated and which in combination comprise some measure of the student's performance up to that point. It is certainly the case, however, that the Division I exam is presently too discreet and focused an event to fairly reflect the amount of work, coordination, organization and synthesis that the student has in most instances undertaken prior to initiating the Division I process. It is still generally the case that a student has taken at least two courses in each of the Schools for which a Division I examination is proposed. In many cases, the focal point for the examination is only a single course experience. However, the extent to which

a second, third, or even fourth course in the same School clearly leads to the increased sophistication of the student to both write and/or present the exam for the evaluators is often apparent.

As can be seen by a review of the report of Dean Teske about his visit to Hampshire in February 1974 (Appendix O), there are many other aspects of the evaluation system here that both intrigued and troubled him. We found most helpful his insistence that we pay attention to what we call our evaluation process. His critique of our use of the terms "progress" and "examination" is as sharp and helpful as his insistence that we avoid the term "comprehensive" unless we really mean to use it in its proper sense. Dean Teske is quite correct that Hampshire exams are much more evaluations or performances than examinations. They are entirely the creation of the student and focus upon the student's presentation of his or her work with every encouragement being given to emphasize the student's strengths rather than weaknesses. Indeed Dean Teske's awareness of and focused attention to this aspect of our process has encouraged us even more. Quite surprisingly, on reflection, a student can bring to the faculty at Hampshire his or her best work, in practically whatever form that student chooses, and still be critically appraised. This appraisal is not a reflection of whether the student is liked or disliked, attractive or troublesome, active or inactive on the campus, or of any other social or institutional status, but rather is a judgment based on work accomplished. If the judging uncovers inadequacies, the student is told so. If the judging produces praise, this is likewise communicated. If the summary judgment is that the work is inadequate, the student is not passed but encouraged to look further into the topic, to find new resources for solving the problem, and is given increased support for doing a stronger job the next time around. If the work is successful, the evaluation is written to reflect the strengths of that performance and the extent to which that work will provide a basis for subsequent achievement.

Our second consultant, Robert Neiman, from Robert Schaffer and Associates, was not supported by funds from this grant, but was on the campus at the time that the grant was initiated. One of his contributions to the College was to help us organizationally determine the best ways of conducting our proposed project. Mr. Neiman was extremely helpful in this regard, providing us with a number of good ideas for getting in touch with people, trying to evaluate the process as we moved along, and seeing to the continual feedback of information that we would obtain at each step of the process. However his help did not stop here. To properly inform him of our task, we suggested that he read a good many of the documents that were being prepared for the project. In the course of this reading, he, as did Dean Teske, reflected upon the strengths of an evaluation system which was initiated by students and in which the faculty play the role of respondent and evaluator to the student's initiative, rather than the more traditional boundary setting role of traditional examiners. It was Mr. Neiman who reinforced our notion that the examination or evaluation process contributed strongly to the College's overall objective of increasing the student's autonomy and independence

as a learner, not just in the classroom, but in everyday life. Learning and its evaluation need not be limited to course units but can be generalized to much broader gatherings of intellectual or academic experience.

X. CONCLUSION

This report of the project on progress by examination at Hampshire College cannot be a final statement. It, like our interim report of last year, is simply another indication of progress. Because of the provision of funds from the Office of Education, the College has been allowed to move considerably faster than it would otherwise to strengthen the process and to make some initial assessments of its strengths and weaknesses. In one sense we are quite convinced that the process is successful. Every faculty member every day at the College is convinced that students are growing academically, seeking challenging and rewarding new tasks for their minds to grapple with. The faculty's sense of students growing from the time of entrance to graduation is certainly as real and apparent here as anywhere else in American higher education. More importantly, however, the sense of these same faculty that their students are free to pursue an even wider range of intellectual material and to combine it in newer and deeper ways than any of us had experienced before is also characteristic of this institution. On the other hand, whether this new and innovative process will continue and grow depends far more on the ability and success of our graduates than on any evaluative technique.

We have been able to identify in the course of the grant many of the strengths and weaknesses of the present system, and to begin to strengthen the process. We have made a conscious effort to spread the funds which were provided to us in such a way that no one became reliant on them as the reason for continued action, but rather saw the necessity of that action and will thus continue to support it with our own resources. Indeed, as a final evaluative fact, we are unable to think of any single activity which was undertaken during the past year and a half that will not be undertaken again in subsequent years. This fact strengthens our notion of this as an interim rather than final report.

APPENDIX A

GRANT PROPOSAL

Proposal Title: A System of Academic Progress by Examination for the Bachelor of Arts Degree

Contracting Institution: Hampshire College
Amherst, Massachusetts 01002

Authorizing Officer: Robert C. Birney
Vice President

Robert C. Birney

Project Director: Robert C. Birney
Vice President
Hampshire College
Amherst, Massachusetts 01002
(413) 542-4680

Project Duration: August 1, 1973-August 1, 1976

Amount Requested: $283,418

Statement of Purpose:

The Hampshire College curriculum makes every effort to remove the course/credit form of currency for calculating academic progress. College-wide examinations occur at three distinct stages of the student's career, and they alone constitute the academic requirements for degree process. Now in its third year, Hampshire's experience with degree progress by examination is sufficiently secure that the shape and nature of the reforms necessary to assure the success of the system have emerged.

Support is requested for a three-year period during which special procedures for the training of faculty, revision of the materials placed in students' hands, the rationalization of the organization model in support of examinations, and the basis for continuous evaluation of the efficiency and quality of this practice will be established. A monograph will be prepared to share the findings with other institutions.

Proposal Information

(a) Statement of the Problem

1. One of the earliest intentions of the original planners of Hampshire College was to find ways to dethrone the course as the unit of instruction. Numerous reformers had pointed to the difficulties and abuses which are part of the practice of providing students with progress toward a degree by counting courses as credit units of some sort. The alternative model is to separate academic progress from academic study by employing free-standing examination procedures wherein persons may present themselves for examination of their progress toward the degree. The Hampshire College current requirements reflect this effort. An attached brochure prepared for counselors and students describes the Hampshire College system of progress by examination.

Students are required to propose and take four School examinations wherein they demonstrate their capacity to read and comprehend materials from the major disciplinary divisions. They then file a concentration of study with their advisor and move toward a Division II examination which is designed in consultation with faculty examiners to test for their competence in the area chosen for concentration. Successful passage of this examination admits them to candidacy for the degree at the Division III level where they are examined on a major project which constitutes an original effort by themselves. Following this examination and contingent upon evidence of certain other forms of participation, they are awarded the Bachelor of Arts degree.

Studies done of the rate at which our students are progressing under the Hampshire system indicate that they are approximately one and a half terms behind our original projections. We are satisfied that we have identified the causes of this slow rate and that the circumstances are correctable. One of the original advantages held out for progress by examination was that students might move more rapidly rather than more slowly, thereby achieving cost savings

for themselves. A few students are, in fact, doing this. However, if this system is to prove superior to progress by credit unit, we must demonstrate that students and faculty alike can adopt the personal practices and discipline which will validate the hopes held for progress by examination.

2. In our economy many students have at their disposal the means for travel and personal support which provide an added incentive for interruption of college study. At Hampshire we view this development as a positive one which provides an opportunity for students to learn from a variety of experiences so that their academic work will be strengthened. Thus far our experience with leave-taking, field study, withdrawals, and in-coming transfers has not sufficiently stabilized to permit an accurate assessment of the relationships between these activities and progress by examination.

Hampshire has recently been funded by the Braitmeyer Foundation to conduct a careful study of the origins, nature, and consequences of leave-taking. We intend to determine how academic progress is related to this important option so many of our students exercise. At the same time Braitmeyer is sponsoring new services for placement of students during their time out.

We assume there must be an important interaction between leave-taking and academic progress which, if properly supported, could be very valuable. At present we believe procrastination over the Division I examinations contributes too heavilty to "forcing" leaves.

3. The major defects we see at present are:

- Successive cohorts of new faculty in the growth period have hampered the establishment of clear understandings of the faculty role as adviser and examiner.
- Initial adjustments required of students tend to foster unproductive procrastination in examinations.
- School examination practices within the College differ sufficiently that advisers have difficulty providing clear and accurate information to students.

- The very flexibility of examinations to accommodate individual intellectual interests poses special difficulties for the Registrar whose Central Records Office must provide an accurate record of progress by the student.
- There has been too brief a period of experience to foster a clear concensus which assures a uniformly high standard among examiners for the "Pass" judgment.

The above conditions are all correctable over time as the College stabilizes in staff and reaches its plateau of enrollment at 1,250. Therefore, the proposal for support emphasizes in-service training of faculty, the creation of standardized materials for general information, the creation of monitoring systems for assessing both the rates of student progress and the quality of preparation and performance on exams, and the preparation of a thorough report of the virtues and difficulties to be found in using a progress by examination model.

(b) Project Plan

The plan for the project calls for three one-year stages, each with its own format of planning, development and assessment.

Phase I will emphasize the following:

- Efforts by the Office of Management Systems to establish the exact rates of progress for each student at Hampshire College.
- The initiation of a program of in-service training for faculty which will focus upon their duties as advisers and examiners. The adviser to each student should play a major role in guiding the student toward the preparation and completion of examinations. The more experienced advisers have considerable success in doing this, and it is now time to call upon them as leaders in the workshop sessions which will be devoted to the upgrading of the quality of advising that can be offered by members of the faculty.
- A program of assessment will be carried out by Dr. Daniel Kegan, Director of the Office of Institutional Research and Evaluation, and drawing upon contributions of outside examiners who are not part of the normal Hampshire College system.

. A major task will be to sponsor the writing and editing of instructional materials for students and faculty so that they have in their hands clear and adequate information to reduce the current dependence on personal consultation which is proving to be burdensome to students and faculty. Based on our experience, the drafting and adoption of these materials can be realistically expected, with editing and revision taking place each year following.

In Phase II of the effort, we anticipate testing the adequacy of our information and training procedures. This will be a test of these new methods and some revision undoubtedly will be needed. However, if they are well done, this should be the prime opportunity to demonstrate their effectiveness.

Phase III will be devoted to the establishment of in-service training and monitoring procedures on a regular basis. This last year's effort should provide sufficiently sound information to permit the preparation of a short monograph which testifies to the advantages and disadvantages of progress by examination at Hampshire.

(c) Significance of Progress by Examination

We feel that the proposed project is of special interest to the purposes of the Fund for the Improvement of Postsecondary Education. Hampshire College has already demonstrated its commitment to progress by examination and taken sufficient action to assure that this possibility has genuine promise for U. S. higher education. However, there is no question that it represents a major departure within the American educational scene, and some of the difficulties we are encountering with securing its effectiveness stem from the lack of experience that students and faculty have had with such a system. Therefore, we are requesting three years' support for a serious effort to establish the feasibility of progress by examination. This effort certainly includes considerations of cost effectiveness and recommendations for structural changes in the curricular program itself. These two attributes above all have guided the designing of systems which permit students to move toward the B. A. at personal

rates. On all of these counts we find it more than congruent with the aims and purposes of the Fund for the Improvement of Postsecondary Education.

It is clear there is a world-wide interest in finding ways to measure competence, preparedness, and educational progress as alternatives to the widely held assumption that course credit accumulation is the equivalent of education. The implications for an exploration of alternatives are of vital importance to the newer ideas for broadening the base for postsecondary educational experience through correspondence courses, university without walls experiments, and other efforts based on designs which assume a distance between student and teacher, part-time student status, and self pacing and individualization of learning.

(d) Evaluation Plan

Evaluation of the new developments will be carried out under the directorship of Dr. Daniel Kegan, Office of Institutional Research and Evaluation. Three main classes of criteria which will be examined are: a) Objective measures of participation by faculty and academic progress by students; b) subjective measures gathered from students, faculty, and observers focused upon the experience they report with the system, self-assessments which may be related to the system, and judgments passed by these participants on the virtues and vices perceived in the system; c) a systems analysis designed to test for effects on more remote parts of the institution such as flexibility in course offerings, diversity in examination content, diversity in preparation practices, and the like. Each of these classes of criteria will require the development of measurements appropriate to them, and the securing wherever possible of comparison groups drawn from traditional course/credit systems for institutions of both similar and larger size with student populations having similar demographic characteristics.

These three groups of criteria should permit us to describe the system's operation both immediately and pervasively, and report out the manner in which participation in the system is experienced both by students, whose incentives for obtaining the degree are markedly different from faculty whose purposes in examing students are professional, and by observers

whose disinterested assessment of the quality of work offered will help place the effect of the system in the larger societal context.

The creation of a design for assessing the criteria mentioned above will follow the phasing described for the project. In Phase I the Office of Institutional Research and Evaluation will devote its energies to creating measures which are adequate reflections of the phenomena being addressed, creating the information retrieval systems by introducing minor modifications into the present computerized reporting systems, and designing the administration schedule for both Hampshire-related and off-campus comparison groups.

In Phase II the evaluation will be carried out as planned with periodic preliminary analyses made in an effort to monitor the validity of the measures and the effectiveness of the system.

In Phase III some measurement will be repeated for purposes of establishing reliability, some measures will be revised and tried again, and a few new hypotheses will be inserted for test as a result of the analyses performed at the end of Phase II.

Basically the design assumes that the reforms being attempted in Phase I constitute the formation of intervention variables whose effects must then be subsequently tracked for effectiveness and stability.

APPENDIX B

GRANTING DOCUMENT

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION
WASHINGTON, D.C. 20202
July 10, 1973

In reply refer to:
A/C 202-962-3811

Grant No. OEG- 0-73-7035

Dear Mr. Birney:

The Fund for the Improvement of Postsecondary Education is pleased to announce that your institution has been chosen to receive a grant award in Fiscal Year 1973.

Enclosed for your files is a copy of "Notification of Grant Award" and the related Terms and Conditions for the aforementioned Grant Number, which have been executed by the Grants Officer for the Fund.

In some cases, proposals containing overhead costs were received from institutions which did not have a written negotiation agreement with a government agency. With respect to possible future negotiations with Federal agencies, it may be to the advantage of those institutions in this category to make a request concerning the establishment of a rate to:

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
C/O Mr. H. Kirschenmann, OGAP
Donohue Building, Room 4808
330 Independence Avenue, S.W.
Washington, D. C. 20201

Arrangements have been made for all payments to be processed through the National Institutes of Health (NIH) Grants Management Fund. The necessary forms will be mailed to you by NIH.

Sincerely yours,

Frederick J. Brennan
Grants Officer
Fund for the Improvement of
Postsecondary Education

Enclosure

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

NOTIFICATION OF GRANT AWARD

VENDOR NUMBER
OE- 004661
NIH- 623636

1. NAME AND ADDRESS OF INSTITUTION (No., Street, City, State, and ZIP Code)

Hampshire College
Amherst, Massachusetts 01002

2. GRANT NUMBER
OEG-0-73-7035

2A. TRANSACTION NUMBER
73-0-6247E

3. PROJECT NUMBER
A112087

4. AMOUNT
$ 100,000

5. PERIOD OF GRANT (Month, Day, Year)
FROM 7-1-73 THROUGH 12-31-74

6. MAKE CHECKS PAYABLE TO:
SAME AS ABOVE

7. GRANT AWARD IS (Check one)
A. [X] NEW B. [ ] REVISION NO. ____

8. PROPOSAL TITLE

A system of Academic Progress by Examination for the Bachelor of Arts Degree.

9. SCOPE OF WORK AND/OR SPECIAL CONDITIONS

A. Funds in the amount of $100,000 are hereby awarded for performance of the project identified in part 8 above, and further defined in the Grantee's proposal dated 4-13-73 and revision(s) thereto dated 6-19-73, which are/is here incorporated by reference. The Funds made available by this grant may be used to fund all allowable expenditures incurred in the performance of the project during the period 7-1-73 through 12-31-74.

B. This grant shall be administered in accordance with the Program Information and Application Procedures, Fund for the Improvement of Postsecondary Education Handbook dated February 15, 1973.

C. This grant is subject to the attached Grant Terms and Conditions, OE Form 5241, 1/72. Any inconsistencies between these Terms and Conditions and any other requirements, guidelines, or handbooks are to be resolved in favor of the Terms and Conditions.

D. Project Officer. The name and telephone number for the Project Officer that is responsible for monitoring all technical aspects of this grant on behalf of the Government is shown in Paragraph I of the Special Conditions. The Project Officer is not authorized to make any commitments nor authorize any changes which affect the grant amount, terms or conditions. Any such changes shall be referred to the Grants Officer for appropriate action.

(Continued on page 2)

10. GRANT AUTHORITY

Public Law 92-318, Title III, Section 404

CAN 2002997
APPROPRIATION 7530293

APPROVED

11. NAME OF GRANTS OFFICER (Please type)

Frederick J. Brennan

12. DATE
JUN 14 '73

13. SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL

Frederick J Brennan

The following clauses are hereby incorporated and made a part of the Grant Terms and Conditions:

"26. Use of Small Business and Minority-Owned Business.

In order to stimulate small business enterprises and minority business enterprises, and enable them to exercise a more effective role in the commercial life of the nation, it is the policy of HEW and OE to encourage grantees to be aware of, solicit, and make use of such enterprises in the acquisition of services or products, including construction, alteration, and renovation, consultant and other services, and procurement of supplies and equipment. In carrying out this policy objective, grantees are encouraged to:

a. become aware of those small business enterprises and minority business enterprises that are competent to perform the services or provide the products that the grantees usually acquire;
b. ensure that such firms are included in invitations for bids or requests for proposals; and
c. make use of the advice and assistance available from government organizations, such as the Small Business Administration, the HEW Office of Minority Business Assistance, and the Commerce Department's Office of Minority Business Enterprise."

"27. Appeals.

This grant is subject to the appeals provisions of Part 16 of Title 45 of the Code of Federal Regulations."

F. Grant Terms and Conditions No. 6, Payment Procedures, delete in its entirety and substitute the following:

1. Federal funds necessary to support this award will be made available under the National Institutes of Health (NIH) Grants Management Fund or Office of Education (OE) direct payment procedure.

Payment to the grantee institution within the limit of the amount awarded, will be made by the National Institutes of Health, under either the letter-of-credit or cash request system, whichever method is designated for the institution's use by NIH. Those institutions which are not under the Letter of Credit System must take the initiative in requesting funds from NIH by completing and submitting a completed NIH Form 1522-4.

(Continued on Page 3)

Inquiries regarding payments should be addressed as follows:
Grant Accounting and Financial Report Branch
National Institutes of Health, Westwood Building
Bethesda, Maryland 20014 (301) 496-7041
Please indicate your NIH Vendor Number and Transaction Number in any correspondence with NIH.

3. For those institutions not covered under the NIH Grants Management Fund, payment shall be made upon receipt and acceptance of OE Form 5140, 5/71, "Estimated Requirements and Report of Disbursements of Federal Cash" (Copies enclosed) by the Finance Division, Fiscal Services Branch, Room 3091, FOB-6, 400 Maryland Avenue, S.W., Washington, D. C. 20202. Instructions for the preparation of the form are on the reverse side.

G. AUDITS

1. All expenditures by recipients shall be audited by the recipient or at the recipient's direction to determine, at a minimum, the fiscal integrity of financial transactions and reports, and the compliance with laws and regulations.

2. The recipient shall schedule such audits with reasonable frequency, usually annually, but not less frequently than once every 2 years, considering the nature, size, and complexity of the activity.

3. Copies of audit reports shall be made available to the Fund to assure that proper use has been made of the funds expended. The results of such audits will be used to review the recipient's records and shall be made available to Federal auditors. Federal auditors shall be given access to such records or other documents as may be necessary to review the results of such audits.

4. Each recipient shall use a single auditor for all of its expenditures under Federal education assistance programs, regardless of the number of Federal agencies providing such assistance.

H. REPORT SCHEDULE

1. Management Reports

a. Progress Reports - As a minimum, two (2) copies of semi-annual progress report shall be submitted to the Project Officer. However, additional progress reports may be requested by the Project Officer if considered necessary.

b. Final Report of Grant Expenditures (Form HEW-489) - One (1) copy of a report of final accounting shall be submitted to the grants officer within 90 days of the expiration or termination of the grant and the recipient shall remit within 30 days of the receipt of a written request therefor any amounts found by the Fund to be due. Such period may be extended at the discretion of the Fund upon the written request of the recipient.

2. Substantive Reports

a. Annual Report - Five (5) copies of the Annual Report shall be submitted to the Project Officer.

b. Final Report - Fifteen (15) copies of the final report shall be submitted upon completion of the Project.

3. Audit reports required by Special Condition G, Audits, shall be submitted to the Grants Officer as soon as possible but in no event later than 90 days after the completion of the audit.

I. PROJECT OFFICER: Russell Edgerton
Telephone: (202) 962-3757

J. Notwithstanding Paragraph 3b of Grant Terms and Conditions (Limitations on Costs), the Grantee shall not transfer funds to increase costs for: travel, equipment purchases, meetings or conferences without the prior written approval of the Grants Officer.

THE FOLLOWING SPECIAL CONDITIONS APPLY TO THIS AWARD ONLY IF THE BOX OPPOSITE THE SPECIAL CONDITIONS IS CHECKED:

☐ K. AUDIOVISUAL APPROVAL

"It is understood that the _____ described in the proposal is to be used solely for training purposes. If, for any reason, the material described is to be considered for showing to the general public (commercial or educational TV, theaters, radio, etc.), the Grantee or Contractor is required to send a release print to the U. S. Office of Education, Office of Public Affairs, 400 Maryland Avenue, S. W., Washington, D. C. 20202, with a letter requesting such use and including the dissemination plan, availability of the material and how the material is to be utilized as related to the public."

☑ L. It is understood that specific evaluation procedures and schedules for this project are to be mutually agreed upon within a period not to exceed 12 weeks after grant award. Such evaluation is to be performed within the funds awarded by this document for this project.

☐ M. INDIRECT COSTS

The provisional indirect cost rate of _____% in the amount of $_____ shall not be used by the grantee or paid by the government until an indirect cost rate has been agreed to between the grantee and the cognizant government office and the award is modified to reflect a rate agreement. The rate shall

(Continued on Page 5)

be established in accordance with the applicable cost principles and Departmental Policy. Notwithstanding the rate negotiated, the grantee agrees that the rate applied in this award is a ceiling rate subject to possible downward adjustment as a result of audit and negotiation. In the event the negotiated rate exceeds the rate (amount) in this award, the Government shall not be obligated to reimburse the grantee for costs incurred in excess of such amount unless or until the Grant Officer has notified the grantee in writing that such amount has been increased and has specified such increased amount in a revised Notification of Grant Award. Such revised amount shall thereupon constitute the revised total cost of the performance of the grant.

APPENDIX B

GRANTING DOCUMENT

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION
WASHINGTON, D.C. 20202
July 10, 1973

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Grant No. OEG- 0-73-7035

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11. NAME OF GRANTS OFFICER (Please type)

Frederick J. Brennan

12. DATE
JUN [illegible] 1973

13. SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL

Frederick J. Brennan

OE FORM 6030, 9/70 REPLACES EDITION OF 7/70, WHICH IS OBSOLETE.

The following clauses are hereby incorporated and made a part of the Grant Terms and Conditions:

"26. Use of Small Business and Minority-Owned Business.

In order to stimulate small business enterprises and minority business enterprises, and enable them to exercise a more effective role in the commercial life of the nation, it is the policy of HEW and OE to encourage grantees to be aware of, solicit, and make use of such enterprises in the acquisition of services or products, including construction, alteration, and renovation, consultant and other services, and procurement of supplies and equipment. In carrying out this policy objective, grantees are encouraged to:

a. become aware of those small business enterprises and minority business enterprises that are competent to perform the services or provide the products that the grantees usually acquire;
b. ensure that such firms are included in invitations for bids or requests for proposals; and
c. make use of the advice and assistance available from government organizations, such as the Small Business Administration, the HEW Office of Minority Business Assistance, and the Commerce Department's Office of Minority Business Enterprise."

"27. Appeals.

This grant is subject to the appeals provisions of Part 16 of Title 45 of the Code of Federal Regulations."

F. Grant Terms and Conditions No. 6, Payment Procedures, delete in its entirety and substitute the following:

1. Federal funds necessary to support this award will be made available under the National Institutes of Health (NIH) Grants Management Fund or Office of Education (OE) direct payment procedure.

Payment to the grantee institution within the limit of the amount awarded, will be made by the National Institutes of Health, under either the letter-of-credit or cash request system, whichever method is designated for the institution's use by NIH. Those institutions which are not under the Letter of Credit System must take the initiative in requesting funds from NIH by completing and submitting a completed NIH Form 1522-4.

(Continued on Page 3)

Inquiries regarding payments should be addressed as follows:
Grant Accounting and Financial Report Branch
National Institutes of Health, Westwood Building
Bethesda, Maryland 20014 (301) 496-7041
Please indicate your NIH Vendor Number and Transaction Number in any correspondence with NIH.

3. For those institutions not covered under the NIH Grants Management Fund, payment shall be made upon receipt and acceptance of OE Form 5140, 5/71, "Estimated Requirements and Report of Disbursements of Federal Cash" (Copies enclosed) by the Finance Division, Fiscal Services Branch, Room 3091, FOB-6, 400 Maryland Avenue, S.W., Washington, D. C. 20202. Instructions for the preparation of the form are on the reverse side.

G. AUDITS

1. All expenditures by recipients shall be audited by the recipient or at the recipient's direction to determine, at a minimum, the fiscal integrity of financial transactions and reports, and the compliance with laws and regulations.

2. The recipient shall schedule such audits with reasonable frequency, usually annually, but not less frequently than once every 2 years, considering the nature, size, and complexity of the activity.

3. Copies of audit reports shall be made available to the Fund to assure that proper use has been made of the funds expended. The results of such audits will be used to review the recipient's records and shall be made available to Federal auditors. Federal auditors shall be given access to such records or other documents as may be necessary to review the results of such audits.

4. Each recipient shall use a single auditor for all of its expenditures under Federal education assistance programs, regardless of the number of Federal agencies providing such assistance.

H. REPORT SCHEDULE

1. Management Reports

a. Progress Reports - As a minimum, two (2) copies of semi-annual progress report shall be submitted to the Project Officer. However, additional progress reports may be requested by the Project Officer if considered necessary.

b. Final Report of Grant Expenditures (Form HEW-489) - One (1) copy of a report of final accounting shall be submitted to the grants officer within 90 days of the expiration or termination of the grant and the recipient shall remit within 30 days of the receipt of a written request therefor any amounts found by the Fund to be due. Such period may be extended at the discretion of the Fund upon the written request of the recipient.

2. Substantive Reports

   a. Annual Report - Five (5) copies of the Annual Report shall be submitted to the Project Officer.

   b. Final Report - Fifteen (15) copies of the final report shall be submitted upon completion of the Project.

3. Audit reports required by Special Condition G, Audits, shall be submitted to the Grants Officer as soon as possible but in no event later than 90 days after the completion of the audit.

I. PROJECT OFFICER: Russell Edgerton
Telephone: (202) 962-3757

J. Notwithstanding Paragraph 3b of Grant Terms and Conditions (Limitations on Costs), the Grantee shall not transfer funds to increase costs for: travel, equipment purchases, meetings or conferences without the prior written approval of the Grants Officer.

THE FOLLOWING SPECIAL CONDITIONS APPLY TO THIS AWARD ONLY IF THE BOX OPPOSITE THE SPECIAL CONDITIONS IS CHECKED:

☐ K. AUDIOVISUAL APPROVAL

"It is understood that the _____ described in the proposal is to be used solely for training purposes. If, for any reason, the material described is to be considered for showing to the general public (commercial or educational TV, theaters, radio, etc.), the Grantee or Contractor is required to send a release print to the U. S. Office of Education, Office of Public Affairs, 400 Maryland Avenue, S. W., Washington, D. C. 20202, with a letter requesting such use and including the dissemination plan, availability of the material and how the material is to be utilized as related to the public."

☑ L. It is understood that specific evaluation procedures and schedules for this project are to be mutually agreed upon within a period not to exceed 12 weeks after grant award. Such evaluation is to be performed within the funds awarded by this document for this project.

☐ M. INDIRECT COSTS

The provisional indirect cost rate of _____% in the amount of $_____ shall not be used by the grantee or paid by the government until an indirect cost rate has been agreed to between the grantee and the cognizant government office and the award is modified to reflect a rate agreement. The rate shall

(Continued on Page 5)

be established in accordance with the applicable cost principles and Departmental Policy. Notwithstanding the rate negotiated, the grantee agrees that the rate applied in this award is a ceiling rate subject to possible downward adjustment as a result of audit and negotiation. In the event the negotiated rate exceeds the rate (amount) in this award, the Government shall not be obligated to reimburse the grantee for costs incurred in excess of such amount unless or until the Grant Officer has notified the grantee in writing that such amount has been increased and has specified such increased amount in a revised Notification of Grant Award. Such revised amount shall thereupon constitute the revised total cost of the performance of the grant.

APPENDIX C

ADVISING NOTEBOOK

HAMPSHIRE COLLEGE

AMHERST, MASSACHUSETTS 01002

MEMORANDUM

Date: November 19, 1974

To: All Hampshire College Academic Advisers

From: Bob von der Lippe

Subject: Advising Notebooks (Installment II)

Enclosed you will find some additional materials for your Advising Notebooks. We've tried to create a format that allows for flexibility as well as handy access when an advising problem arises. As with the material that was sent to you in the Fall of 1973, none of the enclosed should be considered to be formal policy of Hampshire College, but rather helpful suggestions to make the advising process easier for faculty, at the same time providing the greatest amount of help for students. Next to each section are the page number(s) in the Faculty Handbook which cover the same information in more detail.

Also included are a series of tab dividers which have been pre-titled into the following categories: "General Information", "Academic Advising", "Counseling", "Forms", "Advisees".

It is my general suggestion that you take your red Advising Notebook down from the shelf and extract last year's Faculty Handbook, the Five-College course booklets, and last year's course time schedule and discard them. In their place you could insert the enclosed materials. You may wish to maintain the original memorandum which I sent last year, plus the four pages which discussed advising guidelines with regard to the first meeting with students in the Fall. This information will still be helpful for general orientation. However, many of the suggestions that were made last year have been superseded by the presence of the Advising Centers.

I hope that you find the enclosed useful and informative and urge you to respond to me with any questions, comments, or corrections.

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(SECTION ONE)

GENERAL INFORMATION

WHAT IS AN ADVISER AT HAMPSHIRE COLLEGE?

p.1* Because of the unique academic structure at Hampshire College, advising takes on a significance here not commonly held at other institutions. For this reason particular attention needs to be paid to the advising process in a faculty member's early months at the College. It is no longer safe to assume that advising will be similar to what you experienced as a student, graduate student or faculty member in another institution. At Hampshire, the elimination of the freshman, sophomore, junior, senior sequence, and of academic departments, the de-emphasis of the notion that courses are the only way to obtain knowledge, and the importance of the progress by examination system to establish a student's standing and progress through Hampshire, all necessitate a new emphasis on advising. This explains why the Faculty Handbook has, in past editions, as with the new edition, begun with advising. You are urged to read all of the Faculty Handbook--but especially these beginning sections on advising.

I. THE ROLE OF ADVISER

A. Clearinghouse for Information

p.1 The Adviser should first and foremost be a source of information for his or her Advisees. Where to go to get information, who to see to answer questions, all become crucial aspects of the advising role. For this reason the adviser should read the Faculty Handbook and the Student Handbook carefully to become familiar with existing policy statements on the Hampshire Program. In addition, this Notebook will attempt to specify sources of information for particular areas or problems in the following sections.

New students may not be aware of the resources available at the advising centers. Teach your advisees to use the advising centers first to answer many of their questions before talking to faculty.

B. The Adviser as Advocate

The Adviser should be prepared to take the side of the Advisee in working with Hampshire's bureaucracy. In particular, it will be valuable for an Adviser to follow up on actions which s/he may have urged the Advisee to initiate such as filling out leave request forms, moving on or off campus, initiating drop/add forms

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* These page numbers refer to the appropriate statements in the Faculty Handbook, 1974-75.

either here or in the Five-College area, requesting an exam evaluation or course evaluation when such evaluations seem overdue. In each of these instances the student has the primary responsibility for initiating and carrying out the activity. However, if a student seems to be getting nowhere, the Adviser should be prepared to help by a telephone call or by talking to a colleague or an office in the College to expedite some action which the Advisee requests. If Advisees feel that their Adviser is "on their side", a real step has been made in creating the friendship which should be an integral part of the advising process.

C. The Adviser as Counselor

There is a distinction to be made between advising and counseling at any college or university. The line between the two, however, is difficult to establish since individual Adviser-Advisee relationships will differ as to their abilities and requirements. Ordinarily, we are all much better and understandably self-assured at giving academic advice and information; while most of us are much more cautious and hesitant about offering personal advice or counseling. In the succeeding sections of the Notebook we have tried to pay attention to both sides of this process. We realize that if the advising relationship flourishes, students will come to regard an Adviser not just as a form signer, but as one who may be helpful in times of personal stress and concern. As a consequence, we have tried also to identify--beginning in each instance with the staffs of the Houses--sources of personal advice and help to which a student can be referred or from which an Adviser can receive support and information.

D. The Adviser as Registrar

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Because of the diversity of individual academic programs at Hampshire College, the Adviser becomes a centrally important influence in determining particular patterns of academic work for his or her Advisees. In the initial stages of the student's career at Hampshire, this entails assistance in facilitating a student's passage of all four Division I examinations.

In Divisions II and III, the role of curriculum shaper becomes more and more important. There is no central office in the College to indicate that a student has moved from "lower to upper Division" or "completed the prerequisites for the Degree". At Hampshire each of these has become a totally individualized process entirely under the authority and responsibility of the faculty and assumed in some instances by the Advisers. The Adviser's ability to keep records on his or her individual Advisees becomes

crucial here. What are the kinds of learning experiences that any Advisee has encountered in the past year or two at the College? How many exams has the Advisee passed in a given period of time? Are the various proposals for concentration and Division III projects filed in time and with sufficient detail? These and many similar problems will be the task of an Adviser which in a traditional institution would largely have been accomplished by the Registrar's Office with the consequent loss of autonomy on the part of both students and faculty.

E. The Adviser as Certifier

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Finally, and probably least importantly, the Adviser is in the position to certify the activities that his or her Advisee has undertaken while at Hampshire College. With regard to regular courses at the College, individual faculty by their agreement to evaluate a student's performance take on the responsibility of certifying that a student has indeed engaged in that activity and has performed in the fashion noted. However, with all other academic activities the student will need the Adviser's signature. Such activities can be listed on the student's "list of learning activities"--which is part of the Hampshire transcript. Activities such as Independent Study, House courses, cooperative work-study programs in the community, January Term activities, jobs held while on vacation or leave, internships participated in, or field study accomplished are all an important part of the total academic program. The Adviser's help will be particularly appreciated in discussing these activities and their relevance and value to the advisee's total academic history.

II. BASIC SOURCES OF INFORMATION

A. The Faculty Handbook

p.3

Read through the Faculty Handbook at the beginning of each academic year. Considerable work and effort is undertaken each Summer to bring the latest information to bear on current academic policy and guidelines at the College. Each of the Schools reviews their particular sections of the Faculty Handbook and rewrites and corrects them as necessary, In addition, the actions of the various governance bodies at the College are brought up to date. After you have read one year's Faculty Handbook, you will find that subsequent yearly readings require only a general scanning to note changes and revisions which may help you and should be thought of as a major source of information for the advising process.

B. The Student Handbook

It is good to leaf through the Student Handbook each year, since this is the major source of information which students receive concerning basic information, policies and procedures at Hampshire College. The Student Handbook is revised each Summer to bring it up to date.

C. The Advising Centers

p.1 Last year at Hampshire the School of Humanities and Arts initiated a School Advising Center. The idea of Advising Centers was successful and this year each of the Schools has an Advising Center. In addition there are four Advising Centers dealing with areas of specific concern; The Whole Woman Center, The Third World Center, the Division I Advising Center, and the Educational Studies Advising Center.

Advising Centers:	Location:	Phone:
H & A	Dickinson	4890
L & C	Patterson G1	4790
SS	Patterson G13	4619
NS	Cole 127	4903
Whole Woman Center	Dickinson	4624
Division I	Merrill B7	
Third World	Prescott D	4637
Educational Studies	Greenwich (Donut III)	5732

The primary aim of these Centers is to assure that accurate information is readily available at central locations on the Campus. Each Advising Center should be able to provide information on the faculty of the School or area represented by that Center. The four School Advising Centers have information for taking examinations and courses in their specific Schools. At the special interest Advising Centers, help or information related to the area of focus of the Center can be obtained. The Women's Center and Third World Center can also be used to meet other people who share these interests. Academic forms are also available at the Advising Centers as well as files containing information with regard to past examinations and examination proposals and information that has been fed back from previous groups of students who have taken courses in the Five-College area and elsewhere. You, yourself, should make a point of becoming familiar with the Advising Centers--but even more importantly--get your Advisees in the habit of using the Advising Centers.

D. The College Dean's Office

The College Dean's Office is a useful source of information
p.2 on questions of advising and policy within the College. Of particular use will be the Office of Assistant Dean, Kenneth Hoffman (who is this year carrying on the work that Courtney Gordon undertook last year). Ken is coordinating the advising process and giving special attention to helping students and Advisers of the students who are having difficulty making adequate academic progress here at Hampshire. Ken's Office would also be the location for initiating a change of Adviser.

In addition, Barbara Turlington, Dean of the College, is generally the most reliable and available source of information on Hampshire's academic policies in the whole College. Her Office is in Cole Science Center, Room 119. The phone number for the Dean's Office is 4690.

In my present status of Associate Dean for Faculty Affairs, I should also be looked upon as a source of information and help. I am concerned with issues of faculty work load and faculty development. This latter applies to teaching and advising skills as well as help in maintaining a demand for your services here at Hampshire and elsewhere. My office is in Prescott, Room B-2 and my phone number is 4886.

The Director of the Graduate Relations/Options Office, Joanne
p.37 Hadlock, is also under the auspices of the Dean of the College. Students should be sent here for information about entrance into Graduate School and/or professional schools--as well as help in finding jobs following departure from Hampshire. Joanne is in Cole Science Center, Room 126, telephone 4690.

Liz Fitzsimmons, whose office is Cole Science Center 113, has resources which are helpful to students planning field study, a leave of absence, or study abroad.

E. Central Records

The Central Records Office, located three doors from the
p.33 College Dean's Office, is where all student records are kept. Central Records receives the originals of all examination pass forms as well as records of course and other learning experience evaluations which have been completed by the students and their supervisors. Make a habit of occasionally going over to Central Records and checking on your own Advisees' files to make sure that the information which they contain agrees with your own files--and that your Advisees' formal College record is up to date and accurate.

F. The House Offices

p.2 Knowing which House each of your advisees lives in can be a useful piece of information. A student's academic life is often influenced by the environment in which she/he lives.

If one of your advisees is unhappy with her/his living situation a call from you to the House Master to discuss the problem would be appropriate.

House Masters and their assistants have had considerable experience helping students with personal problems and referring students to the proper counseling services. If you would like advice on these matters in dealing with one of your advisees, call that student's House Master. If an advisee is having personal problems it might be helpful for his/her House Master to know about it.

G. The Health Service

p.3 The Health Service is located in Montague Hall in the original College buildings adjacent to the Admissions Office on Route 116. Hampshire has contracted with the Health Service of the University of Massachusetts to provide physical and mental health resources here. The Health Service is a full-time, fully staffed operation which provides health care services for the student body, ranging from routine tests and examinations through all manner of more serious procedures. The out-patient service is conducted here on the Hampshire Campus and if admission to a more technically sophisticated facility is required, the Health Service will see to all of the arrangements that might be necessary. As an adviser, you should feel free to call the Health Service if you have questions with regard to health problems of your Advisees that you believe are not being adequately looked after or cared for. The Health Service is also a valuable center for advice on psychological counseling, though as we noted above with regard to the House Offices, this procedure would ordinarily be established in conversation in conjunction with the House staffs. Health education and sex education programs are also regularly conducted out of the Health Service.

H. Financial Aid Office

p.48 The Financial Aid Office is one of the places to call if one of your advisees is having financial trouble. If you have an advisee who just needs a part-time job you should also try the Placement Office which handles student on-campus employment.

The Financial Aid Office is also the place to request monies for January Term.

The Director of the Financial Aid Office is John Taylor. The Office is located in the same building as the Admissions Office (Stiles House), one of the old farm houses down on Route 116. The phone number is 4776.

I. The Placement Office

p.48 The Placement Office, also called Student Employment, has lists of part-time and temporary jobs, both on and off-campus, for students not necessarily on financial aid.

The Placement Office is run by Bob Fox. It is located in Blair Hall. (One of the cluster of original college buildings down on Route 116.) The phone number is 4730.

If you need student assistance and are able to pay for it contact either the Financial Aid Office or the Placement Office so that work can be provided for the students who are in greatest need.

SECTION TWO

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(SECTION TWO)

ACADEMIC ADVISING

I. HAMPSHIRE COLLEGE ACADEMIC PROGRAM

A. How Many Courses Are Enough? (Be sure to read I,A,3, "Other learning activities", below!)

1. For a new entering student three courses per semester has been a general Hampshire recommendation. For the first semester or two, those three courses should generally be taken here at Hampshire so that students can learn what Hampshire is all about before moving out.

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2. For students who have been here longer than a semester the number of courses or other learning activities to be taken is largely up to the student and the Adviser to decide. If three courses or other kinds of academic work do not seem to be keeping a student busy, supplementary work, house courses or other types of study may be a very good idea. However, in other instances, two courses may be enough.

3. Other learning activities--"Learning activities" is a phrase that you will hear a good deal of at Hampshire to suggest that courses are not the only place in which learning can take place. House courses, independent study, January Term activities, field study leave activities, and internships are all potential sources for considerable academic growth. Learn to suggest the right alternative for a student's particular set of academic aspirations and maturity. Further specification of each of these kinds of activities can be found in the Faculty and Student Handbooks. The necessary forms for engaging in any of them can be obtained from the Advising Centers and the Office of the Dean of the College or Central Records.

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4. Registration-- Registration is generally conducted by the personnel of the Central Records Office. It is designed to facilitate faculty planning in the offering of courses and other activities at the College. There are times when only a limited number of students are wanted in a particular activity and, therefore, some kind of sorting procedure is required. In addition, the allocation of rooms and other spaces for courses and other activities is difficult to coordinate unless arranged ahead of time. Registration has been designed to facilitate these requirements. Specific registration procedures are sent out from the Central Records Office well before each registration period. Read them carefully when you get them, so that you can be of help to your Advisees in knowing what steps are necessary and what offices should be contacted in the registration process.

5. Division I students taking advanced courses--in general, entering students are considered to be in Division I until they have passed their Division I examinations. Unless an instructor's permission is obtained, Division II courses are not open to Division I students. Similarly, you should urge Division II students who wish to take a Division I course to talk with the instructor to arrange for additional work and/or responsibility in the course to make it adequate as a Division II offering. This is a good opportunity to begin to get students to help in teaching so that later they can teach a course themselves.

II. FIVE-COLLEGE COURSES

A. Five-College Courses for Entering Students

Entering students are discouraged from taking Five-College
p.28 courses until at least the completion of their first semester at Hampshire. This is so that they can get settled here and learn what the Hampshire academic program is all about. The general exception has been with foreign language and instrumental music courses which may only be offered at one of the other institutions.

B. Five-College Courses for Students Who Have Been at Hampshire One Semester or Longer

Students who have been at Hampshire for a year should be urged
p.28 to participate in the Five-College academic exchange program. We are fortunate in being able to draw on the resources of the other four institutions in the Valley. This privilege, however, can be abused. It is a general guideline at the College that no student should be taking more than one or two Five-College courses during any single term. If they are taking more, perhaps they should be urged to transfer. There is also the general guideline that if a course is being offered on this Campus, a student should not take it at one of the other schools.

Course catalogs for the other four schools are available in Central Records and the Advising Centers. When the student knows which course she/he would like to take the next step is obtaining a Five-College registration form from Central Records. The student fills out the form and brings it to the Adviser, who will sign his or her approval of that course. The form is then to be taken to the Office of the Dean of the College where it is signed by a member of that Office. The Office of the Dean sends it to the appropriate college in the Valley.

C. Prerequisites

Prerequisites are not a general part of the Hampshire academic program and thus may prove difficult when one of your Advisees

wishes to sign up for a Five-College course where prerequisites are required. The general procedure in such instances is for the student to get in touch with the faculty member at the neighboring college to discuss his or her readiness to handle a more advanced course. If your Advisees have difficulty in this regard and you believe that they are prepared to take the course, a telephone call from you to the colleague at the other schools could be extremely helpful.

D. Transportation

p.28 The Five-College Cooperative Program has provided for free bus service between each of the five institutions. Schedules for Five-College buses are usually available at the Information Desk at the Library Center and are also posted at various locations around the Campus.

E. Course Grades and Examinations

p.29 As you know, grades are not given in any Hampshire course. However, each of the other four institutions in the Valley do give grades. Your Advisees need to be notified that when they sign up for a course at one of the other schools, they commit themselves to whatever rules and procedures exist at that school. This means that they can expect to receive a grade for the course, and that there will be regular assignments of papers and examinations. They are responsible for satisfying all of the requirements that a faculty member establishes for his or her course.

F. Withdrawal

p.29 Make sure your Advisees understand that one of the responsibilities entailed in taking a Five-College course is notifying Central Records if he/she decides to drop the course.

The dates of the drop-add periods at each of the five schools are listed in Central Records. Drop-add forms are also available in Central Records.

It is a policy of the Dean's Office that if a Hampshire student drops a Five-College course without notifying Central Records that student will not be allowed to take any Five-College courses the following semester. This is simply a matter of academic courtesy which allows faculty members to keep track of who is taking their courses.

G. Consultation with Five-College Faculty

p.41 You are urged to keep in touch with and get to know colleagues at the other four institutions in the Valley. This will help you advise your Advisees on course offerings at the other schools as well as provide a valuable source for continued scholarship and friendship in the Valley.

III. INDEPENDENT STUDY

p.30 Independent Study (or better yet, Group Independent Study) is encouraged at Hampshire College to increase the flexibility of settings in which learning takes place. Your Advisees can obtain forms for Independent Study from the Advising Centers or the Office of the Dean of the College or Central Records. In general, you should check with your Advisee to see that the format of Independent Study is the most appropriate one for your Advisee to use, given a particular educational objective. If it is, then your help in writing up the Independent Study proposal will be appreciated by your Advisee. Following your approval and signature, the form is taken to the Dean of the School in which the Independent Study is to take place and then forwarded on to the Dean of the College.

A. How Many Courses Does Independent Study Count For?

p.30 Independent Study will vary in terms of the workload it requires of any particular student. Generally, an Independent Study should count for one course, though it is quite conceivable that some projects may involve as much time commitment as two normal courses. If one of your Advisees proposes to do Independent Study as the total work for a given semester, then you should urge that student to go on Independent or Field Study Leave.

B. Who Should Supervise Independent Study?

p.30 Urge your Advisees to find suitable supervisors for their Independent Study projects. You might be able to suggest another faculty member who is interested in the area the student intends to study. If not, try one of the Advising Centers. Remember, faculty work load is strongly influenced by these one-on-one kinds of activities. Therefore, try to get groups of Independent Study students to work together.

IV. JANUARY TERM

A. What Is January Term?

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p.31
p.113

January Term is a one-month period between the end of the Fall Semester and the beginning of the second semester when students are urged to engage in a single full-time academic activity and faculty are similarly urged to offer one course. It is a unique opportunity to have full-time, for one month, to devote attention to a single academic topic. January Term is not intended to be a vacation. Consult the January Term Catalog for the offerings each year.

B. Divisional Exams During January Term

The use of January Term to take Division exams is discouraged. Though in some instances, it may be the most appropriate time to finish up a Division I exam if two or three days would be enough to accomplish this activity--generally you should not encourage this process. There are regular examination periods scheduled throughout the long semesters and these are much more appropriate times for taking exams. January Term has a special academic character for both students and faculty which is not helped by filling the time with exams.

C. Where Do You Get Ideas for January Term?

Ideas for January Term can be obtained from the January Term Office and from the Advising Centers in each of the Schools.

D. Other Colleges and Universities with January Terms

p.31

There are over 200 colleges and universities in the United States that now engaged in what is called a 4-1-4 calendar. Many of these schools have a regular program of academic offerings during the January Term and our January Term Office receives copies of their catalogs. This is a great opportunity for your advisee to move to another Campus for the month of January and to take part in another academic program.

E. How Does Your Advisee Get Evaluated for January Term?

p.14

The supervisor of the January Term Project is responsible for evaluating the project. The evaluation, however, must also be approved by you, the Adviser, before it can become a part of

the student's academic record. If you have an Advisee who is engaged in a January Term project, make sure that the evaluation process proceeds so that the experience can become part of the student's record.

F. Financial Aid

If one of your Advisees needs financial aid for his/her January Term activity, send him/her to the Financial Aid Office for further information.

G. Special Programs

Make sure to send your Advisees to the January Term Office, or urge them to read carefully the January Term catalog to be aware of any special programs that might be offered during that period of time. Less expensive flights to foreign countries, group trips from this College and/or others, special field study and/or internship programs, may all be part of a January Term offering, but not generally publicized. A visit to the January Term Office or careful reading of the January Term catalog by you and your Advisee at this point can assure that January Term will be an exciting and profitable experience.

V. DIVISION I

A. What is the Purpose of Division I?

p.4-6
p.16
p.110-117

The purpose of Division I at Hampshire College is to expose students to the four Schools of the College and thus to provide a general educational background before moving into specific concentrations.

B. How Fast Can An Advisee Finish Division I?

p.4

A student entering Hampshire College who has considerable background and prior course work in an area represented by one of the Schools might be able to present that information to an examining team in the School and pass his or her Division examination during the first week or two at Hampshire. Get to know your Advisees sufficiently to determine as soon as possible what kind of advanced preparation they might have for taking a Division I examination.

It is more generally the rule that students are not prepared to understand the modes of inquiry in each of the four Schools at

Hampshire until they have been exposed to a course or learning activity being offered by one of the Schools. Generally not more than two courses or similar academic involvements in the Schools are needed prior to proposing a Division I examination. When a student has participated in two or more learning activities within a particular School and is not yet working on an exam in that School you should discuss this with the student and see what help they might need.

Sometimes students are ready to pass an exam but have trouble dealing with the idea of "doing an exam". If this is the case with one of your Advisees, perhaps you could help by discussing with your Advisee just how the work she/he has done could be formalized into an exam - or directing him/her to the appropriate Advising Center. In this case the Division I Advising Center in Merrill B might be especially helpful.

If you feel that an Advisee is just not working, try to find out why. A little pressure from you to do an exam might be helpful.

In extreme cases Ken Hoffman could help your Advisee get organized to do an exam.

C. Distribution of Learning Activities Between Schools

p.4 During the first year at Hampshire College, students should generally be urged to take as many offerings from as many Schools as possible to facilitate completion of all four Division I examinations within two years of entrance. It is not a good idea for an entering student to take all of the courses in a single School--unless there are unusual and extenuating circumstances, such as particular offerings which will never be given again.

D. Do You Have to Take a Division I Course to Take a Division I Exam?

p.16 No. If there is sufficient exam preparation from secondary school or, on the part of a transfer student, from another college or university, a student may move directly into the Division I examination process. You have to discuss this step carefully with your Advisee, however, to determine that your student is indeed prepared to take exams right away.

E. Can Exams Grow Out of One Course?

Yes. But generally speaking, a combination of courses or course and other learning experience is suggested as preparation for a Division I exam. The Hampshire faculty has urged that examinations not become course examinations--rather that they measure academic growth over time. The exam is thought of as partially diagnostic, that is, can the student move on to more

advanced work? Therefore combined learning, not just single exposure contact, is what is usually stressed. If you have questions on this particular item, you are urged to consult with the Advising Center of the School in which the student wishes to take the examination.

F. Division I Examinations for Transfer Students

All entering transfer students are screened by the Examinations Committees of each of the four Schools with the help of the Admissions Office at the time they are accepted to Hampshire. In these contacts with the Exam Committees, they learn whether they have done sufficient work at a previous institution to immediately submit that work for a Division I exam. Sometimes, they receive the Division I pass at the first screening. Other times, they are urged to take material which the Exam Committee members saw at Admissions and work in consultation with a single faculty member in the appropriate School to pass the examination as soon as possible. The status of transfer student cannot be maintained indefinitely. If one of your Advisees is a transfer student, urge him or her to take advantage of this Division I exam opportunity as soon as possible.

G. The Exam Procedures for Each School

p.15-18
p.109-112

You should read the sections on examinations in the Faculty Handbook and in the Student Handbook but for the most precise information on individual School Division I exam procedures, send your Advisee to the appropriate School Advising Center.

H. How to Form an Exam Committee

Urge your Advisee to talk to faculty members in the appropriate School(s). The important first step in the taking of a Division I exam is finding the faculty members whose interest and training suggest that they might want to be a member of such an exam committee. Have your Advisee consult with the Advising Centers at the beginning. The student must then negotiate with these faculty members to see that they have the time to become members of that student's exam committee. This consultative process may be long and somewhat frustrating, however, it is a crucial step in accomplishing the successful passage of Division I exams. Once a committee has been established (usually one or two members from a single School) the student is responsible for choosing and getting the approval of the Chairperson for the committee. Once this has been accomplished, the final proposal

can be worked out between the student and his or her examination committee. Generally, the smaller the committee the better this helps the student in the logistical problems of the exam but also helps the faculty by keeping the number of exam obligations down.

I. Can a Division I Student Take a Division II Course?

As noted under I., Section 3 above, Division I students are discouraged from taking Division II courses. They are not appropriate, generally, to the student's background or particular academic needs for Division I.

J. Language and Music Courses

Language and music courses which have to do with the continued development of a skill that a student brought with him or her on arrival at Hampshire, can be taken in the Five-College area. If you have such an Advisee, urge her/him to read carefully the catalogs of all five institutions to find out what kinds of course offerings are available. Such courses are often the exception to the three-course limit for entering students; they can be added as a fourth course.

K. Urge Evaluation!

p.5 Urge your Division I Advisees to write evaluations of their academic experiences throughout the year. These evaluations will become important parts of their academic records. Rarely are they seen as important, however, by entering college students. In the early stages of their college careers, students often feel that there are many other things which are more important than writing up what they have done in a course or field study. However, when it comes time for their departure from Hampshire--either transferring to another institution or at graduation--record of their academic histories at Hampshire will be extremely important. You should not write these evaluations for your Advisees; but by all means encourage them to show them to you and get your advice as to their appropriateness.

L. Urge Advance Thinking on Your Advisees

p.5 Suggest to your Advisees as much future planning as possible. The earlier that an Advisee can begin to prepare a proposal for her/his Concentration the better. It is in Division II that students at Hampshire seem to make the most important academic progress. Division I may be thought of in a sense as preparation for Division II work in the Concentration.

The writing of evaluations during Division I also requires thinking ahead. Urge your Advisees to think of the potential

audiences for such events; will they be important and meaningful to graduate schools, will the events be significant to a future employer or a professional school? You can help by raising these questions to your Advisees and beginning to get them to think in these directions.

M. Leaves During Division I

p.35-36 Though it has generally been the practice to attempt to keep a student at Hampshire until the impact of college (and Hampshire in particular!) has had a chance to sink in, it is possible for a student to take a leave during the first year. It is probably not a good idea to encourage a leave this early. However, if a student seems to be making good academic progress and a leave seems appropriate at that particular juncture in their academic career, then there is no reason to hold them back. Leaves, in general, are one of Hampshire's positive, flexible additions to the academic structure and therefore should certainly be encouraged.

VI. DIVISION II

A. Contract Writing

p.7-8 One of the first indications that a student is ready to move into Division II occurs when they come to a faculty member and probably you as their Adviser as well to ask about how to write a Contract for Concentration. In other cases a student may actually be ready to write a Contract but not have made any move to do so. A little urging from you at this point could be helpful. Read the sections in the Faculty and Student Handbooks on this topic carefully and try to give your Advisee as much support and assistance as possible.

A major factor to keep in mind in the early stages of Contract formation for Division II is that it should be a flexible and changing document--somewhat more in the form of a planning paper rather than a legal Contract--particularly at the early stages. At the end of Division II, the Contract will be used to assist the evaluators in reviewing material accomplished during Division II. At the early stages, however, it should serve much more as a kind of roadmap for the student--to allow him or her to know how the work is going and what needs to be accomplished in what sequence.

1. Time of Contract Writing

Urge your Advisee to begin to write a Contract for Division II Concentration as early as possible. This certainly can be undertaken before the passage of all four Division I exams and is probably most appropriate upon

the completion of the Division I exam in the area(s) in which the Concentration will probably be located. The idea is to urge the Advisee to draft the Contract early and to keep revising as further information and knowledge develops. It would be a good idea for you, as Adviser, to keep copies of the revisions so that you can see the kind of progress the student is making.

2. What Is the Content of the Contract?

The Contract should include a list of courses that the student hopes to take in Division II, the Independent Study and leave projects that a student might want to undertake, House courses and other learning activities that might play a part in the Concentration, and a general statement of what the student hopes to undertake during Division II. This latter statement can take the form of a problem or the outlining of a series of tasks the student hopes to accomplish. As the problem and/or task statements become more refined, the learning activities that will contribute to the development of solutions or accomplishments of the tasks will become more clear. The earlier such courses and experiences can be identified, the easier it will be for your Advisee to plan. As a general guiding principle, you should keep in mind that all formal learning activities, such as courses, field study, exploratory internships, etc. should be accomplished before the completion of Division II. This is important so that there will be enough free time for the successful accomplishment of Division III. There is little that has been more troublesome for students in the past than to reach Division III and to discover that three or four additional courses must be taken in order to do an adequate job on the Division III project.

3. When Does the Final Contract Have to be Submitted?

Check with the Dean's Office or with the School Advising Centers to determine deadline dates for Contract submission. It is extremely important to know these well in advance so that a student will not be trapped by such bureaucratic oversights.

4. Size and Composition of the Concentration Committee

A Concentration Committee should be of an appropriate size to provide good academic advice for the student going through the Concentration and yet small enough to make arrangements for meetings easy and keep faculty work load manageable. It may include faculty members and students from Hampshire--but also faculty and students from adjoining

colleges. Their appropriateness will depend on the particular objectives of the student as stated in the Contract--again, this indicates the importance of the Contract writing. The Division II Contract Committee may be somewhat different from the Division II Exam Committee. The latter should probably be smaller, as it was for Division I--comprised of not more than two important members of the student's Concentration Committee and those particularly suited to asking about what went on during the Concentration. The other members of the Division II Committee are listed as additional evaluators.

B. Do All Division I Exams Have to be Finished Before Entering Division II?

No. A student may begin work in the Concentration as soon as he or she has completed the Division I exam in the School or area in which the Concentration will take place. It is important, however, that the remaining Division I examinations be completed as soon as possible, since it becomes more and more difficult for a student to turn attention away from work in Concentration to complete a Division I exam in an unrelated area. No student may file a Division III proposal until all four Division I and the Division II examinations have been passed.

C. Course Load Connected with Concentration

It is not necessary that every single course or learning activity undertaken during Division II be directly related to the Concentration. However, in general this is a period during which all formal learning activities related to the Concentration should be accomplished. It is for this reason that careful advance planning needs to be undertaken to assure that the student and his or her Adviser, as well as the Concentration Committee, are aware of what the student wishes to accomplish and what formal learning activities will be necessary for the completion of Division II.

D. Division II Exam Content and Procedure

The Division II examination is intended to assess the ade-
p.17 quacy of a student's preparation in the Concentration, as well as particular projects that may have been accomplished during the Concentration. It is generally a good idea for the Adviser to be one of the two members of a Division II Examination Committee in order to continue to be informed about an Advisee's academic preparation.

E. Leaves During Division II

Leaves from the College are particularly encouraged during
p.35-36 Division II. Students may wish to engage in field study as part

of their Concentration or may simply wish to have an off-campus experience not integrally connected with their academic program. This is a good time (during a student's third year at Hampshire) to study abroad or to gain exposure to other cultures or lifestyles or potential career opportunities.

VII. DIVISION III

p.9-13 Division III is the final Division for a student at Hampshire and primarily intended for the accomplishment of an independent project. Beside the independent project, no work should be scheduled for a student during Division III other than the accomplishment of the integrative seminar requirement and the service to the community requirement. The latter may have been satisfied well before the start of Division III work.

A. How Long Should Division III Take?

p.10-11 As a general rule, Division III should take one year of a student's time. In a single year, a student should be able to accomplish the field study related to a Division III project, as well as integrative and service work. In some instances, integrative and service work may have been completed earlier as well. If this is the case, it is possible that a Division III project could be completed in half of an academic year.

B. Can You Do Division III While On Leave?

p.12 p.36 Part of Division III can certainly be accomplished while on leave. However, the final semester before receiving the Bachelors Degree at Hampshire should be spent in full-time residence.

C. Explanation of the Three Requirements for Division III

1. The Project

p.9 p.11 The project should be a major piece of independent work proposed and planned by the student which will stand as a demonstration of each student's academic maturity and accomplishments. Clearly the Division III project will vary from one field to another. To get some idea of past Division III projects, visit the Advising Centers. The project is the most important part of Division III and care in its proposal, scheduling and completion is very important. The Division III Standards Committee of the College sets forth guidelines on the content of the proposal as well as dates for progress reports and the final completion deadline. The Committee can be contacted through the Office of the Dean of the College.

2. Integrative Requirement

p.9
p.11

The integrative requirement is generally filled by taking one of the integrative seminars offered at the College or by building into the Division III project an integrative aspect. The faculty at the College has generally supported the notion that narrowly trained and specialized students are not the objective of any liberal arts college and certainly not at Hampshire. We want students to be able to undertake specific tasks and projects with skills and maturity while at the same time recognizing where those tasks and projects lie within the broad range of human concerns. It is for this reason that a return to some of the considerations important in Division I (i.e., Integrative Seminars) is required in Division III.

Division III Contract forms with an attached explanation of what exactly a Division III Contract entails are available in the Office of the Dean of the College.

3. Service to the Community

p.10
p.11

The service to the community requirement of Division III specifies that students should undertake some activity or project here at Hampshire or in the surrounding community through which the student shares her/his skills with the community. This can be assistance in teaching, advising, or work within the Schools here at Hampshire, or active participation in some community activity away from Hampshire. You, as an Adviser, are responsible for making sure that all three aspects of Division III are properly accomplished by your Advisees. The Chairperson is asked to certify that all three have been accomplished and to note that fact in her/his final Division III evaluation for your Advisee.

D. When Can Division III Be Started?

p.8
p.10

Division III cannot be initiated until all four Division I exams and the Division II examination have been completed. Certainly, plans for Division III can be begun considerably before this--and should be discussed by the student, Adviser, and the potential evaluation team. The most important reason for these restrictions is to assure that a student's time during Division III can be devoted entirely to Division III activities. It is not a time for catching up on incomplete work.

E. Exam Procedures for Division III

p.12 p.18 Check with the School Advising Centers, notices issued by the Division III Standards Committee, or the Office of the Dean of the College for the deadlines for filing a Division III exam proposal and for the times at which progress reports of Division III work must be filed.

In general the formation of a Division III Committee follows the guidelines which have been well learned by a student in Divisions I and II. The examination committee must be composed of two members who must be Hampshire faculty. Normally the student's Adviser is a member of the committee. Generally one member of the committee assumes the role of chairperson and project supervisor. In some cases one member will be the chairperson and another will be the project supervisor.

In addition to the two member exam committee the student may select additional evaluators from the Hampshire student body or from the Five-College community.

The Division III Examination Committee is responsible for the evaluation of the Division III project. During the year the committee should be kept well informed of the student's progress. At the completion of the Division III project the Division III Examination Committee will be charged with formally evaluating the student's work.

F. What Is the Function of the Division III Standards Committee?

It was decided several years ago at the College that Division III should be thought of as a College-wide kind of activity rather than being centered and administered by the Schools. Therefore, the Division III Standards Committee was created with membership from each of the four Schools and the Office of the Dean of the College. The job of the Division III Standards Committee is to assist the faculty and students in the accomplishment of the required tasks of Division III and to help to pace these activities so that all the work can be submitted in time for graduation.

G. Deadlines

p.9-13 Various deadlines for the Division III work can be found in the Student and Faculty Handbooks, in the School Advising Centers, as well as directly from the Division III Standards Committee.

H. Format of the Division III Project

p.9
p.11

The format for the final submission of the Division III project will vary from one area to another and from one project to another. It is important for Adviser and Advisee to determine early in Division III what they think the final work should look like. Again, it may be helpful to check with the School Advising Centers to see examples of past work from Division III.

I. Outside Evaluators

p.8

Students are encouraged to involve evaluators and examiners from faculties outside of Hampshire College. This is a fine way to continue to involve a faculty member who may have been encountered during Division II and with whom the student has gained valuable academic advice and growth. It is also a valuable way for faculty in colleges and universities distant from Hampshire to learn more about us and our students. It's certainly been the experience thus far that involvement of outside faculty members on Division III projects has been rewarding and enjoyable for all concerned.

J. Division III Committee Meetings

p.18

Students should work out early in the period of their Division III work the kind of meeting arrangements they want to set up between themselves and their Division III Committees. In some instances, students may require periodic meetings only with the Chairperson of the Committee during the course of Division III. In other instances, individual meetings between student and single Committee members may be sufficient for all but the final Division III evaluation. This is particularly true when outside evaluators are involved in a Division III project and it is difficult for them to get to frequent Committee meetings at Hampshire. It is important to remember, however, that the final Division III evaluation should be a time at which the whole Division III Committee comes together to examine and discuss with the Division III student the work accomplished. This meeting should provide a kind of formal recognition of the student's achievement as well as specific academic feedback and recognition.

(SECTION FOUR)

FORMS

Contained in this section are many of the standardized forms used at the College. We have not included forms that do not require an Adviser's attention. In this latter category materials for financial aid, admissions, health service, etc. can all be obtained at the offices responsible for those activities.

It is generally a good idea for you as the Adviser to familiarize yourself with these forms and to know where they can be obtained by your advisee when required. You will note that on the bottom of each form in this notebook we have typed the name of the office in which the form can be obtained.

An index of the forms included herein is listed below.

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SECTION FIVE

ADVISEES

Information About Keeping Records on Advisees

List of Advisees

Forms Summarizing Advisee's Academic Record

(SECTION FIVE)

ADVISEES

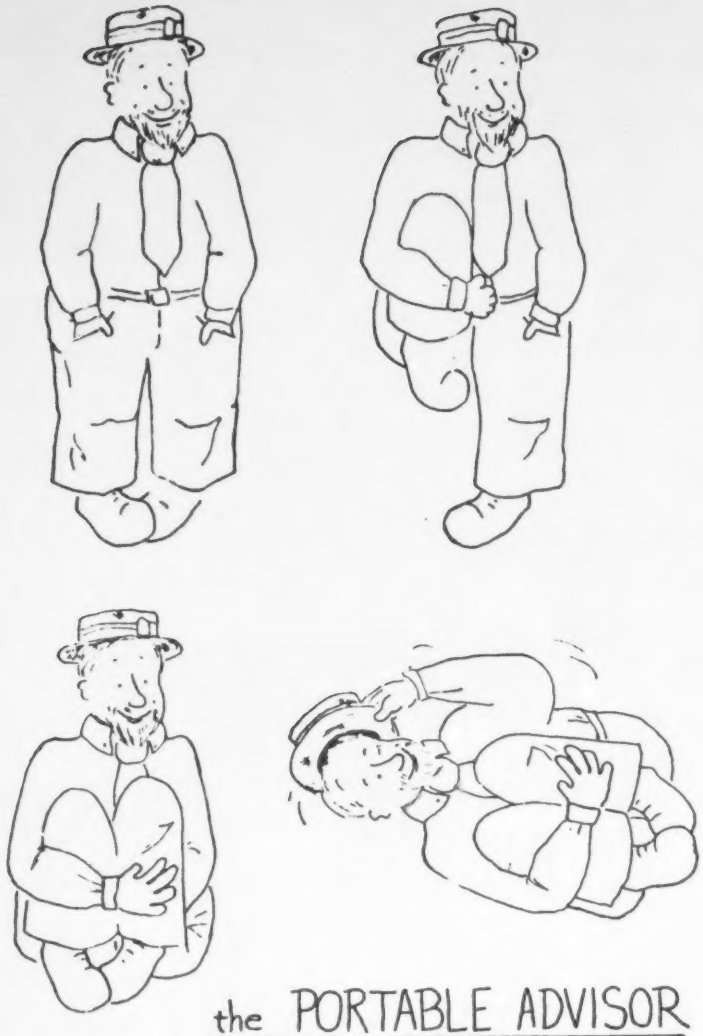
It is important that you keep accurate and up to date records on each of your advisees. To assist you in this process we have enclosed in this section a sheet containing the names of your advisees as presently recorded in the Office of the Dean of the College. The first thing we would urge you to do would be to check this list against your records to make sure that it is accurate. If there are corrections to be made, please call Ken Hoffman (phone extension 4690) and make the necessary corrections. Following the list of your present advisees we've included a general information sheet which some of us have found useful for recording basic information on advisees as they progress academically at the College. If you would like to have more of these forms please contact Robert von der Lippe at 4886 and we will see to sending you as many as you might need.

Though the primary source of your information on your advisees will come from your conversations and contacts with them as an adviser, there is an additional source of information that you should know about and take advantage of when necessary. The Admissions Office files of your advisees are open to you as their adviser. These files contain a great deal of information that may from time to time be helpful to you in the advising process. There are a variety of ways that you might use this information. When an advisee is first assigned to you, you can stop off at the Admissions Office, read the file on that student and bring back with you to your office and your advisee file whatever information you find helpful. There is information on secondary schools attended, academic records achieved, various kinds of standardized tests which have been taken by the student prior to entrance to Hampshire, various kinds of family background information on the student, as well as statements made by the student and others prior to their admission to Hampshire. It has been the general opinion of faculty at Hampshire that this information should not be routinely sent out to an adviser upon the assignment of an advisee, but rather that it be made known to you that such information exists and that should you need to know, you have access.

In addition to the listing of advisees and the basic form on information obtained about your advisees which are contained here, we would urge you to keep a separate file on each advisee that is assigned to you. In this file you can place the copies of course evaluations and exam evaluations which are forwarded to you routinely as the adviser and which will comprise a core of the transcript for your advisee. This information along with notes that you make from time to time concerning your visits with your advisee are important pieces of information for you to save and then use in compiling letters and summary records on your advisees prior to their transfer from Hampshire or graduation. You can receive help in this process by contacting Ken Hoffman in the Office of the Dean of the College, Robert von der Lippe, also in the Office of the Dean of the College, and by working with the Advising Center Coordinators in each of the four Schools.

APPENDIX D

PORTABLE ADVISOR



the PORTABLE ADVISOR

NON SATIS SCIRE *

* To Know is Not Necessary (trans. Richard Barber)

REGISTRATION

Yes, really. registration starts Wednesday, Sept 5, at 9:00 But that's O.K Do the best you can and if you don't get the classes you want or you change your mind about the classes you want you can always finagle around during course change period - Sept 13-27

Get up early Wed. morning and run to your mailbox. There will be a packet containing all the information you need to register plus the name of your advisor.

Go straight to your advisor's office. There will be a lot of other people there who are also waiting to see your advisor Well, sit down and talk to them - it's a great way to get to know people... Or if you didn't read all that information about courses you got in the mail this summer — start to read it - fast!

Make a list of what you'd like to take so that you'll have something to show to your advisor Talk to him/her about what you'd like to take. Remember — your advisor may be as new and confused as you are - be mutually supportive.

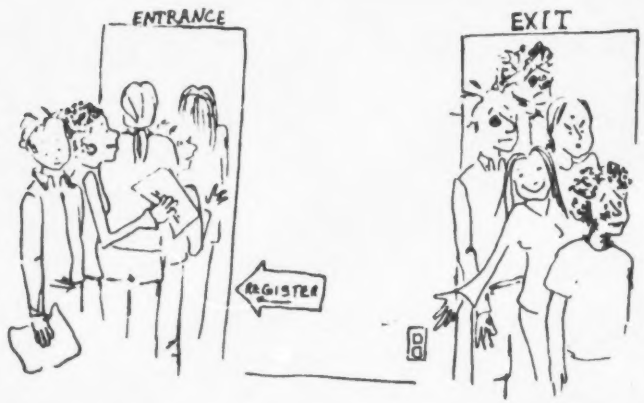
He/she will urge you to take three Hampshire courses in three different schools It's a good idea in terms of preparing for exams.

Hopefully the two of you can get down a list of courses you'd like to take and your advisor can sign it.

At 4:00 go to the Performing Arts Center in Academic Building II (for future reference the snack bar is also in this building) Be sure to take:

Schedule of Classes
Advisor Approval Form
Registration Card

You should emerge about an hour (or so...) later, tired but registered! And remember — this is Hampshire College, if you didn't get the courses you wanted now is no time to give up — you've still got course change period! Besides, you'll have a chance to talk to teachers and older students during Colloquy and find out what classes you REALLY want to get into.



Now you can relax and enjoy COLLOQUY which should be pretty exciting this year!

Colloquy is 6½ days between the hassles of registration and the beginning of classes. It's a time to begin to get involved with Hampshire as an academic place, to go to good films and lectures, to discuss, to explore new ideas, to meet people, to go to parties and dances.

The theme of Colloquy this year is "Freedom and Dignity". Each day a different topic will be explored, for example, Day 2, "Freedom, Dignity and the Biosphere" or Day 4, "Freedom, Dignity and the Sexes".

Have a good time, learn something, speak up and risk your point of view — and teach someone else something!

There will be time during Colloquy when you can begin to explore the campus and find out about the library, the bookstore, the health service, the snack bar, the bubble.

If you live in a dorm, go look around the modules. If you live in a module, go see what a dorm is like!

Colloquy is also a time to learn about the apples. The apple trees are owned and maintained by Mr. Atkins but Hampshire students may pick and eat the apples. Just try not to take more than you can really eat.

Sometime during Colloquy you may receive an invitation from your

ADVISOR

to come for a picnic, or dessert — or something. This time around neither one of you will be worrying about registration so you can relax and enjoy getting to know each other. If your advisor is new at Hampshire try to put him/her at his/her case.

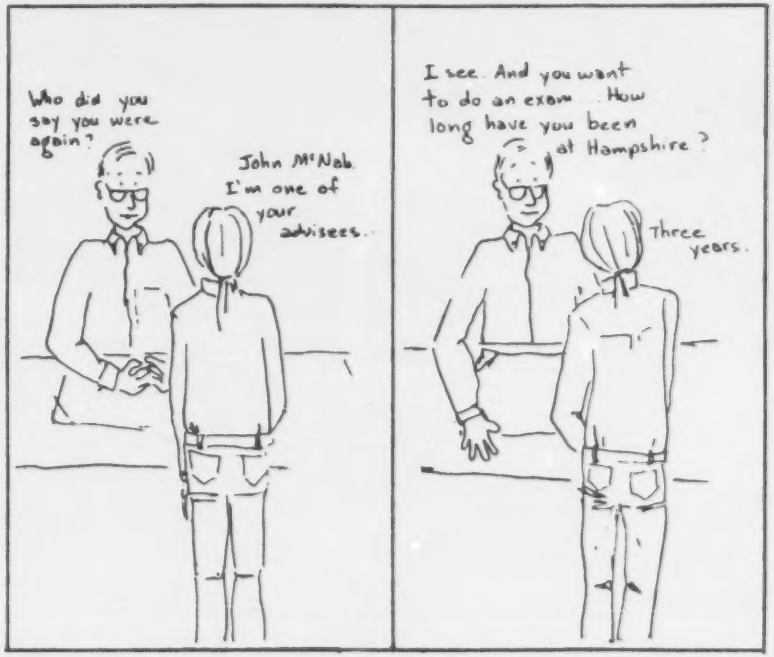
I'm really into Comparative Neurophenumenology. What courses should I take?
what's comparative neurophenumenology?
VISIT

An attempt is made to make compatible advisor/advisee matches - but you and your advisor are the only ones who can really be the judges of that. If the two of you are incompatible for academic, or personal, or any reasons you can change to someone else. Any difficulties may just be due to the

situation and you'd have them with ANY advisor — so try to hang on for a couple weeks. You may be able to work things out.

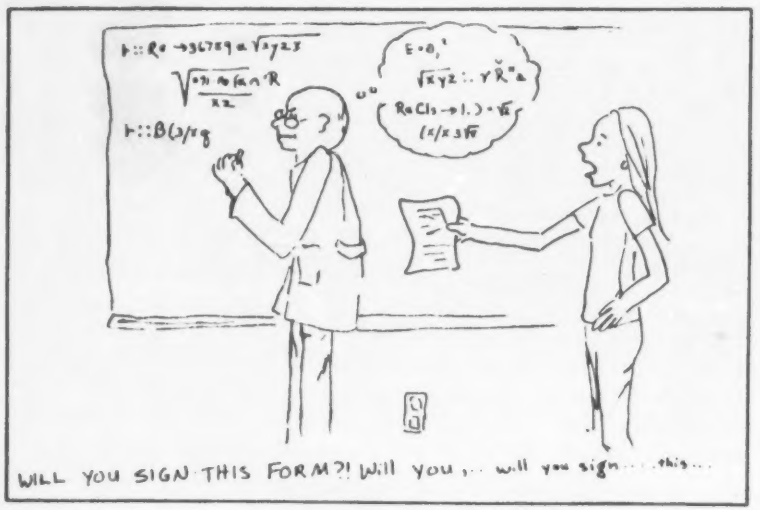
If you still want to switch, it's OK. Either find someone who you DO want for an advisor and ask if they'll take you on as an advisee or talk to Courtney Gordon, room 212 science building, phone number 4645. She's the person in charge of advising.

A good relationship with your advisor is important — at first just to help you navigate

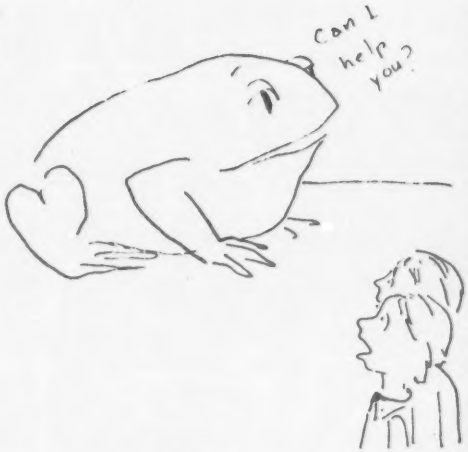

Who did you say you were again?
John McNab. I'm one of your advisees.
I see. And you want to do an exam. How long have you been at Hampshire?
Three years.

the confusion, later, in terms of real academic direction. But it takes effort. And you have to make at least half of that effort. In addition to you, your advisor has about fifteen other advisees, plus people doing exams and projects to know and understand. so you'll have to exert yourself!

Your advisor CAN and really WANTS to help you



The first semester at Hampshire can be very confusing — maybe what it's all about is confusion. But there are people and things to help you; second and third year students, your advisor, frogs (students wearing frog buttons) the dean of the college office, faculty, the H&A Advising Center and other new students who are as confused as you are.



Sometimes second and third year students can be more helpful than your advisor. They've been where you are. It's a very good idea to ask them about courses you're thinking of taking — and teachers. Often the teacher is much more important than the content of the course.

Besides, it's a good way to start conversations and get to know people!

If your confusion could possibly be classified under Humanities and Arts — go to the ⟶

H & A ADVISING CENTER room 9

academic building II phone number 4829. They can help you figure out your problems - plus give you all the right forms to fill out.

Aughh!! — what should I DO?? I don't have to do anything, but I'm, you know, it's scary. I could be a doctor, an artist, a lawyer, but, like, you know, every time I sit down to work I think maybe I should be doing something else. Basically, like, I just can't work. this place is too unstructured. I mean, what should I DO??!

Your experience at Hampshire will probably be somewhat different from what your friends at other colleges are going through

She says she's getting along great with her roommate. They went out last weekend with these two guys from Harvard and didn't get back until 1:30 so they had to get some girl on the first floor to let them climb in her window. She's taking Intro. to Psych, Freshman Lit., American History and French. There having 2 quizes this week
HAMPSHIRE POST OFFICE
Dear Ann, My best friend here is a guy from Long Island - really, we're just friends. He lives in my module. He's really into eating organic. Last night he made us vegetarian spaghetti on whole wheat noodles He's also really into meditation. We med. tate together every morning. My classes are Ecology of the compost Heap, Kayaking, and Interpersonal Relations in Rape
HAMPSHIRE
You think Hampshire is a new experience for you ⟶

Think of your
PARENTS!

Janet,
He says he just learned how to make yogurt and he joined a mens' consciousness raising group — What's a mens' consciousness raising group?

by
Gwen Kerber
&
Bob von der Lippe
special thanks to
John Ruttenberg

APPENDIX E

PORTABLE ADVISOR ON EXAMS

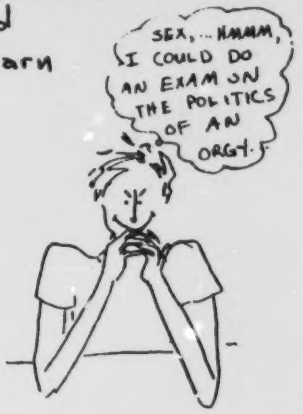
the

PORTABLE ADVISER

on exams

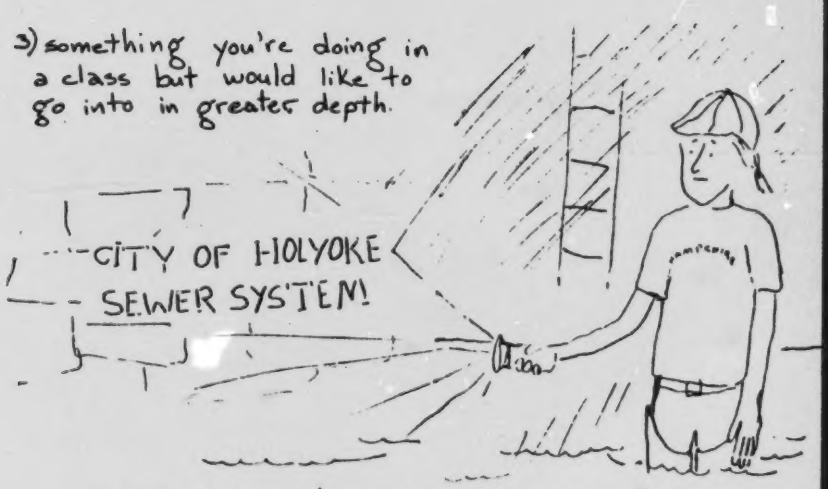
"It is the student's responsibility to set the examination wheels in motion." The first step in doing an exam (after the anxiety has built up to a point where you can't stand it anymore ...) is finding something to do an exam on. A Division I exam is a good opportunity to learn more about:

1) something you don't know much about but would like to learn about,



2.) something you're already interested in any way,

3) something you're doing in a class but would like to go into in greater depth.



Courses are the primary source of exams. But if none of these suggestions give you an idea for an exam look back at things you did in high school, over the summer or even at Hampshire that may not have been directly related to courses. Work that you did for an art or photography exhibit, a science project, an experience with a volunteer program, travel, an interesting summer job or the social structure in your module are all good starting points for an exam!

There are certain things that an exam should demonstrate. First, knowledge and understanding of ways of approaching a problem. For example, in a social science exam

you should show that you understand the way in which a social scientist would approach a problem – as opposed to, say, doing work in the area of social science but dealing with it as a journalist would deal with it. A diary of a semester working in a political office is not a social science exam. An analysis of the hierarchy and interactions in that same office is a social science exam.

More concisely, the questions you ask are as important as the answers you come up with. (The answers you come up with are

important too...) The other things you have to work out in proposing an exam are 1) how you intend to go about figuring out the answers to whatever questions you pose ("mode of inquiry" or... THE TASK) and how you intend to communicate what you know to your exam committee ("mode of examination").

There are LOTS of possible "modes of examination" — you could produce a play or a trial, write and discuss a paper, make and give a performance on an instrument, propose and carry out an experiment — etc. etc. Be imaginative and think of something you'd really LIKE to do!

HEY, WOW! IS THIS AN EXPERIENCE IN INTERPERSONAL DYNAMICS AND NONVERBAL RELATIONSHIP OR ARE YOU GUYS JUST FOOLING AROUND?

Talk to other people about what they did for exams. If you're doing an H & A exam stop by the H & A Advising Center and look at their list of past H & A exams.

Go to the office of the school in which you want to do your exam and pick up exam forms —— get extras. Just to help you organize your thoughts fill out a rough

OH, I THINK IT'S A GREAT IDEA FOR AN EXAM. I'M JUST TRYING TO THINK... HMMM. I'M NOT SURE THERE'S ANYONE HERE WHO KNOWS ENOUGH ABOUT BOAR HUNTING TO HELP YOU

draft of an exam form. Don't worry about the real thing yet. Try to think of someone on the faculty who could help you with your topic. If you're not sure talk to your adviser or someone in the school in which you're doing the exam.

You will need two members on your committee. You may have to ask several teachers before you find one whose field is closely enough related to your topic and who has time to help you. Don't forget about professors you may have had for courses at one of the other schools - or other students. They could also be very helpful to have on your committee.

After you've gotten a committee to agree to work with you and chosen a chairperson set a time when you can all get together to hold or evaluate the exam. (If your exam requires that you all get together)

Now fill out the exam proposal sheet and get each member of your committee to sign it. For exams done in the School of Social Science you will have to submit your signed proposal to the Social Science Examination Committee (via the secretary room 218 Academic Building I) for approval. For the other schools the approval of your committee is sufficient.

Begin to work on the exam. In the process of doing the exam you will probably clarify, simplify, expand or somehow change

the focus of your exam. That's all part of doing the exam. You may even have to rewrite your exam proposal — that's O.K. too. Keep in contact with your committee; they're there to help you

WELL MAYBE IT WOULD BE GOOD TO NARROW THE SCOPE OF YOUR INQUIRY DOWN TO SOLVING ONE OR TWO OF THE GREAT SOCIAL INEQUALITIES OF OUR TIME...

by
Gwen Kerbe
&
Bob von der Lipp
special thanks to
John Ruttenberg

APPENDIX F

GRADUATE RELATIONS HANDBOOK

GRADUATE PLACEMENT GUIDE

1974-5

Options/Graduate Relations Office

Joanne T. Hadlock, Director

This pamphlet was written in order to help you apply to graduate school in the United States (graduate schools of arts and sciences, as well as professional schools).

If you have any suggestions on future revisions of this pamphlet, see the Director of Options/Graduate Relations, Joanne Hadlock.

GRADUATE SCHOOL?

Why do you want to go to graduate school?

One of the weakest reasons for going to graduate school is "there is nothing better to do." There are many other things to do, but you have to be willing to look for them. Remember, graduate school is not a prolongation of you liberal arts education, but is professional preparation in a specialized field of study. Talk with faculty members and other professionals about their graduate school experiences. A list of faculty members and their interests should be available in the Advising Centers of each School.

Is is necessary for you to attend graduate school?

There are many career opportunities that do not require graduate study You might want to examine them. You might find some which coincide with your career interests.

Do you want to attend graduate school directly after Hampshire?

You might consider working before attending graduate school. This would allow you to earn money to help with graduate school expenses. Working might also give you experiences in your field of interest or help you decide where your career interests do lie. You might be tired of going to school and just want to travel for the year. You should not rush into graduate study if, for any reason, you feel unprepared or uncommitted.

If you are even tentatively considering graduate study, you should familiarize yourself with schools and their admissions procedures during your next-to-the-last year at Hampshire (or during the year before you wish to attend school.) Once you decide that you do want to go to graduate school, you have to go through the processes of selecting and applying to a graduate school.

SELECTION OF A GRADUATE SCHOOL

At Hampshire and the other four colleges there are a number of facilities and resources available to help you select a graduate school Here at Hampshire there is the Office of Options and Graduate Relations, and also the School Advising Centers which have materials on graduate schools. The Law Program Office, located in Franklin Patterson Hall, has information about Law Schools. The Third World Advising Center, located in Prescott House, also can assist Third World students in graduate placement. For women, the College has a grant from the Carnegie Corporation Project on Women and Career Options to help women explore careers which are presently male-dominated. The current Carnegie Fellow is Cheryl Schaeffer, and her office is located in Greenwich House.

Talk with Hampshire faculty and staff members in order to find out about the schools and departments with which they are familiar. Find out who they know at these schools. Since Hampshire is so new, contacts are especially important for Hampshire students.

SELECTION OF A GRADUATE SCHOOL (cont'd)

The Graduate and Career Placement Offices at the other four schools are available on a limited basis to Hampshire students if the resources here prove to be inadequate. You should call before you show up at these offices. The directors of these offices are:

Amherst College: Dean Henry Littlefield, 104A Converse Hall, 542-2265
Mount Holyoke College: Ms. Drue E. Matthews, 201 Dwight Hall, 1-538-2080
Smith College: Ms. Mary Albro, Pierce Hall, 29, 584-2700, Ext. 425/433
University of Massachussetts: Mr. Robert Morrissey, 239 Whitmore, 545-0800

There are also Hampshire faculty and staff members that can help you with counseling in particular areas:

Law School: Bruce Carroll, Oliver Fowlkes, Ed Greer, Lester Mazor, and Ken Rosenthal.

Medical School: The Pre-Med Advisory Committee: John Foster, Nancy Lowry, Saundra Oyewole, and Robert von der Lippe.

Education: Merle Bruno, Gloria Joseph, William Grohmann, and John Kortecamp.

Theology: Robert Meagher, and Philip McKean.

Consult the Options/Graduate Relations Office and the School Advising Centers for additional names.

When trying to select a graduate school, you should always read graduate school catalogs. Catalogs for graduate schools of arts and sciences, education, and business are available in the Harold F. Johnson Library Center, and those for medical and law schools are available in the Natural Science Advising Center (located in the Cole Science Center) and the Law Program Office (FPH) The Options/Grad. Rel. Off. is now in the process of acquiring Graduate School Catalogs.

Many publications describe general graduate study and the graduate programs of particular disciplines. You may find these publications useful in selecting graduate programs. The following is a list of some of these publications Most of them are available either in the Library Center or in the Options/Grad Rel Office.

GRADUATE STUDY (GENERAL)

1. Educational Testing Service, Graduate and Professional School Opportunities for Minority Students Princeton, N J : Educational Testing Service. Published annually. (Library: Ref/L/901.G717)

2. Hegener, Karen, editor. The Annual Guides to Graduate Study Princeton, N J: Educational Testing Service. Published annually. (Library: Ref/L/901/.P46)

3. Livesey, Herbert B and Gene A Robbins. Guide to American Graduate Professional Schools, 2nd Edition. New York: The Viking Press, 1970. (Library: Ref/L 901/.L5/1970.)

4. A Guide to Graduate Study - Programs Leading the the Ph. D. Degree, 4th edition Washington, D C : American Council on Education, 1969 (Library: Ref/LB/2371/ A4)

GRADUATE STUDY (GENERAL) cont'd

5. Roose, Kenneth D. and Charles J. Anderson. A Rating of Graduate Programs Washington, D C : American Council on Education, 1970. (Library: Ref/LA 227.3 R65)

6 Graduate Record Examinations Board and Council of Graduate Schools in the US Graduate Programs and Admissions Manual. Princeton, N J : Educational Testing Service. Published annually. (Library: Ref/L 901.G72)

GRADUATE STUDY (BY DISCIPLINE)

ANTHROPOLOGY

American Anthropological Association. Guide to Depts. of Anthropology. (avail. in Options Office)

ECONOMICS

The American Economic Association. Graduate Study in Economics. (avail. in Options Office)

HEALTH PROFESSIONS

Association of American Medical Colleges. Medical School Admissions Requirements (Library: Ref/R 745.A8)

LAW

Association of American Law Schools and the Law School Admissions Council. The Pre-Law Handbook. Published annually. (avail. in Options Office)

LINGUISTICS

Grognet, Allene G. University Resources in the US and Canada for the Study of Linguistics. Washington, Center for Applied Linguistics. (Library: Ref/L901.G74/1970)

MANAGEMENT

Graduate Business Admissions Council. Graduate Study in Management (avail. in Options Office).

POLITICAL SCIENCE

American Political Science A sociation. A Guide to Graduate Study in Political Science. (avail. in Options Office)

Other professional associations publish annual guides to graduate study. You can obtain these publications by writing to these associations. The names and addresses of professional organizations can be obtained by consulting the Encyclopedia of Associations, which is available in the Hampshire College Library

Since you learn a limited amount from a book about a graduate program, you should try to visit some of the schools that you are considering and talk with both students and faculty. However, it is expensive to visit various graduate schools and you may not be able to afford this expense. Therefore, in order to find out information about a particular graduate program, you should write the admissions committee or talk with people at Hampshire who may be familiar with particular graduate programs. As you get closer to your decision, you should consider the quality of the program and its suitability to your needs.

Does the program have any planned practical experiences such as internships and/or assistantships? If so, where would you be likely to work and what would you do?

How much financial assistance is available? How many students receive financial assistance? If you do not receive aid during your first year, what are your chances for subsequent years?

Future employment opportunities for persons with certain graduate degrees look dim. Therefore, it pays to investigate this matter before enrolling in a particular graduate program. Write the placement office at the graduate school or other career placement offices. To what extent is the department helpful in enabling the graduate or degree candidate to find a job?

Now you have some criteria on which to base your decisions about graduate schools. After deciding to which schools you will apply, you have to go through the hassle of applying to graduate school.

APPLYING TO GRADUATE SCHOOL

This point cannot be stressed: APPLY EARLY For example, if a school has a November 1 deadline, you should try to file your application by late August or early September. Some schools have rolling admissions and make admission decisions on a first-come, first-served basis. Applying early would also give you time to make sure that all parts of your application are complete. In addition, admissions committees may have some questions about the Hampshire academic program; consequently, they may delay action on your application. Applying early would give you time to straighten out such a problem.

Fees for graduate school applications range from $10-$25. If you cannot afford to pay these fees, some schools will waive them. You will probably need a letter explaining your financial situation from the Hampshire Director of Financial Aid in order to apply for a fee waiver. However, some schools do not waive admissions fees. If you are a financial aid student, you should apply for financial assistance from the Discretionary Fund of the Hampshire College Financial Aid Office.

THE PORTFOLIO

The mechanism for presenting your work at Hampshire to the outside world is your portfolio. You might need a portfolio for a number of reasons--graduate

THE PORTFOLIO (cont'd)

school, fellowships, employment. Your portfolio contains your transcript and supplementary materials such as letters of recommendation, writing samples, and summaries of Division II and III work.

Your portfolio is prepared by you in conjunction with your adviser, Central Records, and the Office of Options/Graduate Relations. A part of Hampshire's educational philosophy is that a student should assume the responsibility for the planning of his or her education. This philosophy also extends to the portfolio policy: the assembling of a portfolio is your responsibility. The only required (and thus, College-prepared) portions of a portfolio are the transcript and an explanation of the Hampshire academic program. You must decide what else is to be included in the portfolio.

Since you are responsible for assembling the major portion of your own portfolio, you should allow yourself enough time to prepare it. You have to decide what to include, you might have to write that long overdue evaluation or hassle an instructor for one, and you have to type most of the portfolio. Therefore, you should start preparing your portfolio at least a month before you need it.

Even if you do not need a portfolio before you graduate from Hampshire, YOU SHOULD PREPARE ONE AND PLACE IT IN YOUR FILE BECAUSE YOU MIGHT NEED ONE IN THE FUTURE. It is a good idea to have copies of everything that is in your file.

It is important that your portfolio be comprehensive, yet concise. Its readers do not want to wade through a mass of redundant or irrelevant papers and, in some cases, are unwilling to do so. The portfolio's organization and format are also important in order to present to an admissions committee the best possible picture of your undergraduate experiences and qualifications

MAKE SURE YOUR PORTFOLIO IS WELL ORGANIZED BEFORE THE SUMMER OR IN EARLY FALL OF YOUR LAST YEAR AT HAMPSHIRE.

The Transcript:

Requests for transcripts must be made in Central Records two weeks prior to the date needed. September, January, Feburary, March, April, and the end of each semester are very busy times in Central Records; therefore, you should allow more time during these periods for the processing of your requests

When you need transcripts from Central Records you must fill out a "request for transcript"form. If you are applying to graduate school you must also fill out a form listing the name(s) and department(s) of the school(s) to which you are applying. This is very important information for the Graduate Relations Office. Please notify Joanne Hadlock when you receive final notification from each of the schools to which you have applied.

In February 1974, the Academic Council passed a new transcript policy. Before that time, the Hampshire College transcript included a list of the courses and projects for which an evaluation was in your file. It also

THE TRANSCRIPT (cont'd)

included the dates on which you passed your Divisional exams, as well as the titles of your Division II and III work. The new transcript consists of a list of your completed Divisional exams that is prepared by Central Records, a list of learning activities (courses, independent studies, House courses, internships, etc) that you prepare (form provided by Central Records), and any evaluations of exams and learning activities that you wish to include. In requesting a transcript, you have the option of selecting either the new transcript to cover all work, or a combination (the old transcript for work completed prior to February 1974 and the new one for work completed thereafter).

Central Records will type the old transcript and the exam section of the new one. They will not type the learning activities list or any supplementary materials. These are your responsibility. The learning activities list can be organized chronologically, by subject, by Division, or any other way that you wish. With regard to evaluations, you may not want to send the complete evaluation of every activity, but selected evaluations or even abstracts from particular evaluations.

Central Records will xerox most of the things that you wish to include in your portfolio. They will not xerox long writing samples that you may wish to include as part of your portfolio. There is no charge for the preparation of your first three portfolios; after the first three, a fee will be charged. Financial Aid students may request a waiver of these fees. After organizing the format for your portfolio, Central Records will process the materials and mail them to the admission committees. However, your portfolio must be completed before the deadline you designate to Central Records or the materials will be mailed as is. When your portfolio has been processed and mailed, Central Records will notify you.

In addition to learning activities at Hampshire, you may have enrolled in off-campus courses. It is not necessary to request a separate transcript for those courses which you took as part of the Five-College Interchange. These courses will be listed on the old transcript and you can list them on the learning activities section of the new transcript. However, grades are not listed on either of these documents. The grades that you wish to be part of your transcript are sent on a form from Central Records. This is a certified list of grades you received for Five-College courses. For the courses that you did not take as part of the Five-College Interchange, including Summer School at the University of Massachusetts, you must request a separate transcript from that institution.

There are other materials with which you can supplement your portfolio. These materials include the following:

Table of Contents: If your portfolio is any number of pages, a table of contents would facilitate the reading and evaluation of it.

Summary Letter: A cover letter describing your overall performance at Hampshire, to be written by your Adviser in consultation with you. In the case of medical school applicants, the final copy of this letter is written by the Pre-Med Advisory Committee.

THE TRANSCRIPT (cont'd)

Summaries and Evaluations of Division II and III Work : You might want to send these materials because they describe the area of your expertise. These materials will be helpful when you are applying to a graduate school in order to allow an evaluator to know more about your particular abilities, interests, and skills. In some cases, you might want to send the entire Contract, rather than a summary.

Letters of Recommendation: It would be wise to have those people who best know your activities and work, write letters of recommendation and forward them to your Central Records file. Allow the person time to write the recommendation, do not wait until the last minute. Inform the person that the letter might be used as part of your portfolio. Also tell him or her of any deadlines there might be for such letters. It is also wise to specify the area of work or interest to which you are applying so that the recommendation can be as specific and accurate as possible. In addition, you should inform the recommend r of particular work that you have done in the area.

Once these letters are in your file, copies can be sent out whenever you need them Excerpts from these letters can also be used in your Advis r's cover letter should you decide to include one.

Writing Samples: Samples of your writing or work (essays, research papers, poems, photographs, etc.) can be part of your portfolio. However, do be realistic about what you send. A 50-page paper may not even be skimmed, let alone read by a busy admissions committee. Such a mass of information is more likely to work to your disadvantage.

TESTS FOR GRADUATE SCHOOL ADMISSION

These dates are published weekly in CLIMAX! under "Life After Hampshire", and also posted on the bulletin boards outside Rooms 119 and 126 in Cole Science Center

More than likely you will have to take at least one of the following tests in order to get into graduate school:

Admission Test for Graduate Study in Business: If you are interested in graduate study in Business, you will probably have to take the ATGSB This 3½ hour exam tests your ability to read, understand, and reason with verbal and quantitative problems. The ATGSB is given four times a year: in November, January, March, and July. You should take the ATGSB in November The fee for this test is $12 and cannot be waived. This test is given at Amherst and U, Mass.

Dental Admissions Test. If you are planning to attend dental school, you should take the DAT, which is given in October, January, and April. The test fee is $15.

Graduate Record Examinations. Most graduate schools of arts and sciences require that you take the GRE Aptitude Test. This three-hour exam measures general verbal/mathematical abilities. The GRE's are administered six times a year: October, December, January, February, April, and June. To be sure that your scores are available to graduate schools before they make their admissions decision, you should take the GRE's in October; December at the latest In addition to the GRE Aptitude Test, some graduate departments

TESTS FOR GRADUATE SCHOOL ADMISSIONS (cont'd)

require that you take a GRE Advanced Achievement Test. This test examines your understanding of the basic concepts and principles in the area in which you intend to study in graduate school. This test is given in 19 subjects, including biology, sociology, history, philosophy, and music. A fee of $10.50 is charged for the aptitude test; each advanced test also costs $10.50. If you cannot afford to pay these fees, contact John Taylor, Director of Financial Aid, to determine whether you qualify for the GRE Fee Waiver Program. Joanne Hadlock also has Fee Waiver Forms. The GREs are given at U.Mass and Mount Holyoke.

Law School Admission Test. The LSAT, a half-day test, is administered five times a year: October, December, February, April, and July. This test measures certain capabilities that are important in the study of law: writing ability and ability to understand and reason with verbal, quantitative, and symbolic materials. You should take the LSAT no later than July or October of the year before you wish to enter Law School. The fee for the LSAT is $14. If you cannot afford this fee, you should ask the law school admissions officer about a fee waiver. He/She may then recommend a fee waiver to the Educational Testing Service by using an Application for Fee Waiver Form. The LSAT is given at U Mass and Amherst.

Many Law Schools now use the LSDAS whereby you send one portfolio to this central agency and they process your application with the member law schools to which you have applied. More information is available in the Law Program Office and the Options Office.

Millers Analogies Test. Some graduate programs require that you take the MAT. The MAT consists of the solutions of a series of problems that are stated in the form of analogies, most of them verbal. Tests are given every Thursday at U Mass. The fee is $6; no fee waiver is available.

Medical College Admissions Test. The Medical College Admissions Test is given twice a year: October and May. This test consists of four parts: verbal ability, quantitative ability, general information, and sciences. Most medical school admissions committees consider the quantitative and the science scores as the most important. You should take the MCATs in May so that your scores will be available to admissions committees at an early date. The registration fee for this test is $20 and it cannot be waived. The MCATs are given at U Mass and Amherst.

You can take these tests more than once, if you are not satisfied with your first score. Most programs prefer that you not take the test more than twice. Remember that you are expected to do better the second time that you take a test. Committees often disregard increases of less than 50 points since they reflect familiarity with the test rather than increased aptitude. If the second score is substantially higher, the committee most likely will give greater weight to this score. Booklets explaining these tests and containing registration forms for them as well as simple questions can be found in the Graduate Relations Office.

Most medical schools use the American Medical College Application Service (AMCAS), a computerized agency which processes your applications and sends them to the member schools to which you have applied. In the past we have not had satisfactory service from AMCAS, and have had to adapt their procedure to fit a Hampshire College pre-med portfolio. Contact the Options Office for further details about AMCAS. Applications should be filed with AMCAS soon after July 8 of the year you wish to apply.

TESTS FOR GRADUATE SCHOOL ADMISSIONS (cont'd)

As a Hampshire College student you may find these standardized tests very difficult. You may not have taken many traditional tests during your Hampshire College career and a Hampshire education is not geared toward "how to take tests". However, there are ways in which to prepare for them.

You can form a study group with other people who will be taking the same test as yourself. The group could take sample tests in order to give you an idea of the nature of the test and allow you to determine your weak areas. Sample tests can be found in the How to Prepare publications that are put out by such companies as Barron's.

If you decide to prepare for the admissions test in any of these manners, DO NOT WAIT UNTIL THE LAST MINUTE. Probably the most important preparation for these tests is GETTING PLENTY OF SLEEP THE NIGHT BEFORE.

FINANCIAL ASSISTANCE FOR GRADUATE STUDY

Some graduate programs, such as many graduate schools of arts and sciences, require that you apply for financial assistance at the same time that you apply for admission to the program. Others, such as medical schools, require that you submit a financial aid application only after you have been admitted to the graduate program. In any case, there are two facts that you should keep in mind--the expenses for graduate study are increasing, but the funds available for graduate study are decreasing.

The criteria on which financial assistance is based can be either financial need or academic achievement. Financial assistance is offered in many forms--fellowships, scholarships, traineeships, teaching and research assistantships, and loans. Fellowships, scholarships, and traineeships are usually outright grants requiring no service to the granting agency. The Options Office has an information sheet on the various National Fellowships awarded each year. Teaching and research assistantships require that you do service (teaching, research) to the granting agency in exchange for a remission in tuition and possibly an expenses stipend. Educational loans can be obtained from the school that you will attend, government agencies, private agencies, and banks. These loans usually carry a lower interest rate than regular personal loans and may not have to be repaid until you have completed your education. You should read the catalog of a graduate school or contact its financial aid office in order to get some idea of its financial assistance programs.

If you do apply for financial assistance, you and your parents will probably have to fill out a Graduate and Professional School Financial Aid Service (GAPSFAS) application. Many graduate programs require that your parents fill out this application even if you are married and have two kids. GAPSFAS will analyze your financial resources and send the results to those programs that you designate. GAPSFAS applications are available at the Hampshire College Financial Aid Office or the financial aid offices of graduate schools as well as in the Graduate Relations/Options Office.

When seeking financial assistance for graduate study, you should investigate a number of sources -- the graduate schools themselves, government agencies, private foundations. The following is a list of publications to help you find these sources. Most of these publications are available at Hampshire, in either the Library, the

FINANCIAL ASSISTANCE FOR GRADUATE STUDY (cont'd)

the addresses at which some of these publications can be obtained are included.

1. Annual Register of Grant Support, Academic Media, Inc., 32 Lincoln Avenue, Orange, New Jersey 07050.

2. Catalog of Federal Domestic Assistance (The publisher and author of this publication is needed). (Development Office/Roberta Agley)

3. The Foundation Directory, Edition III, prepared by the Foundation Library Center, Russell Sage Foundation, 230 Park Avenue, New York, New York 10007.

4. Financing a Graduate Education, Bulletin #OE-55036, Superintendent of Documents, Washington, D.C. 20420.

5. Graduate Fellowship Programs, Office of Financial Aid for Studies, United Presbyterian Church in the U.S.A., 475 Riverside Drive, Room 430, New York, New York 10027.

SUGGESTIONS FOR APPLYING TO GRADUATE SCHOOL

The following are some suggestions for helping you apply to graduate school. A few of them may seem unimportant to you--but they are important to admissions committees and since graduate school is important to you, these suggestions are important to you---

1. Send a neat application. If you mess up one badly, send for another. You might want to invest in a bottle of Liquid Paper. It is good practice to xerox an application before filling out the final copy. You could use this copy to estimate how much space you will need.

2. If you send xerox copies of materials, make sure the copies are clear.

3. Make your decisions as to how many schools to which you will apply. Submitting one application might be suicidal and submitting applications to 20 schools is expensive and might be getting out of hand.

4. Keep a record of the dates on which you requested recommendations and transcripts and sent applications. Make sure that instructors and Central Records know the exact deadlines for their portions of the application. Give them plenty of time to complete these materials.

5. Some graduate schools will notify you as soon as your application is complete, by a specified deadline. Others place that responsibility on you. You should call admissions offices to make sure that your application is complete.

6. If you are invited for an interview, do not show up wearing your favorite jeans. You don't have to look like you're going to a fashion show either. Also, do not spend your time apologizing for going to Hampshire -- but talk about the importance of its educational philosophy for you and your own educational experiences.

PROBLEMS

As a Hampshire College student, you may encounter some problems when you apply to graduate school. These problems should not discourage you from applying to graduate school; however, you should be aware of their existence. The following are some of the problems...

1. Some graduate schools are totally unfamiliar with Hampshire College. They know nothing about the curriculum or the quality of education at the College. The Director of Options/Graduate Relations and other people at Hampshire are trying to alleviate this problem by visiting graduate schools, by inviting graduate schools to visit Hampshire, and by supplying graduate schools with information about the College. To be sure that the graduate schools in which you are interested know something about Hampshire, give a list of those schools to the Director of Options/Graduate Relations.

2. Since Hampshire does not give grades, some graduate programs will find it very difficult to compare you with applicants from other institutions. To put it another way, how do you compare your evaluations from Hampshire with a 3.8 from another school? In addition, Hampshire, at the present time, does not have a performance record of students in graduate school. For these reasons, graduate school admissions committees may place a greater weight on your graduate school admission test scores (Law School Admissions Test, Graduate Record Examinations, etc.).

3. Since graduate schools have more applicants than available spaces, they are sometimes reluctant to look at the large amount of written materials which a Hampshire student provides. As a result, it is possible in some cases for you to be discriminated against by some admissions committees. Try to make your transcript as concise and comprehensive as possible.

In spite of these problems, Hampshire graduates have been admitted to graduate schools, as the following list illustrates:

SCHOOL OR PROGRAM	AREA OR DISCIPLINE
Antioch	Law
Arizona State	Microbiology
Brandeis	History
Clemson	Mathematics
Columbia	Business, Education, Film, International Affairs, Law
Cornell	Chinese Language and Literature, Medicine
Dalhousie (Nova Scotia)	Marine Biology
Dartmouth	Medicine, Psychology
Emory	Law
Fordham	Education
George Washington	History
Harvard	Asian History, Education, Law
Howard	History, Medicine, Law
Michigan State	Mass Communications, Marine Biology
Mount Sinai	Medicine
New York Medical	Medicine
Northeastern	Law

A SELECTED LIST OF GRADUATE SCHOOLS AND PROGRAMS THAT HAVE ACCEPTED HAMPSHIRE GRADUATES

SCHOOL OR PROGRAM	AREA OR DISCIPLINE
Oregon State	Microbiology
Penn State	Medicine
Princeton	Asian History
Stanford	Asian History, Medicine
Stevens Tech	Computer Science
SUNY at Brooklyn (Downstate)	Medicine
SUNY at Stony Brook	Mathematics, Medicine
Temple	Medicine
University of Calgary (Canada)	Medicine
University of California at Berkeley	Chinese Language and Literature, Mathematics, Psychology
University of California at Davis	Horticulture
University of California at Irvine	Computer Science
University of Connecticut	Fine Arts, Medicine
University of Guadalajara (Mexico)	Medicine
University of Hawaii	Mass Communication
University of Maryland	Microbiology
University of Massachusetts	Computer Science, Medicine
University of Pennsylvania	Business, History, Medicine, Sociology
University of Rochester	Statistics
University of Southern California	Mass Communication
Villanova	Law

When you have finally completed the application process and hopefully received positive responses, I would greatly appreciate you bringing to the Options/ Graduate Relations Office any information, catalogues, interview impressions, etc., which might be useful to students applying to schools in that area. If you found it particularly easy or difficult to deal with certain schools please let me know. My knowing that helps in advising other students. Please share the wealth!

Good luck in your pursuits and please don't hesitate to come in if you need assistance.

APPENDIX G

PRE-MED ADVISING BOOKLET

THE PRE-MED ADVISING BOOKLET

THE DECISION:

The decision to try to get into medical school involves a major commitment. Look carefully at related fields (Public Health; physician's assistant; nurse practitioner; nurse, midwife, etc.), or graduate school. Talk to the people at the Natural Science Advising Center, Health Service staff, your adviser or members of the Pre-Med Committee and get some perspective on the situation. Most medical schools get from 5-50 applications for every place. Eventually, 1 out of 3 applicants are admitted to a medical school.

If you have looked at it from all angles, and still want to go to medical school the next step is deciding how to get from here to there.

TRANSFERRING?

Look carefully at the whole question of staying at Hampshire or transferring. It's important to decide this early and make a commitment to whatever you decide.

As a Hampshire student you have several special difficulties in trying to get into medical school. As you know, Hampshire does not teach the standard pre-medical curriculum, does not have grades or (at this point, a performance record of students in medical school.) It is therefore extremely difficult for a med school admissions committee to comparatively evaluate a Hampshire student. A few medical schools won't even look at a Hampshire transcript.

If the main purpose of your undergraduate education is to get you into medical school it might be more expedient for you to transfer to a school with an established track record — if you can get A's!

STAYING:

In some cases Hampshire's uniqueness can be a tactical advantage. When a medical school gets 8000 applications, being a little different may be helpful. Also, some medical schools are interested in Hampshire's approach and are willing to "try" a few Hampshire applicants.

But more important is the undergraduate education you as a person (not just a pre-med) can get at Hampshire. Weigh the reasons and ideals that made you come to Hampshire in the first place.

A conventional pre-med program is prescribed and demanding — a real grind. At Hampshire you will also have to work extremely hard. But the process should hold more personal meaning, value — and room to move — for you.

Though you may have trouble being accepted into a medical school from Hampshire, its problem-oriented approach may prepare you better for actually practicing medicine or doing medical research. (At least this is the view held by many of the Hampshire faculty.)

So look around, talk to people, — and make your decision.

I want to be a doctor. Of course

it's very difficult to get into medical school . . . And in some ways it's even

But some medical schools are very interested in people from Hampshire.

And others won't even LOOK at a Hampshire transcript.

more difficult to get in from Hampshire. Maybe I should transfer . . .

But why if I transfer and I don't get in ANY WAY?

. . . I think I'll just be a comparative neurophenomonologist.

TRANSFER STUDENTS:

If you are a transfer to Hampshire, see your adviser and if necessary someone on the Pre-Med Committee as early as possible. If your grades were strong before Hampshire — great! If not, it is **especially** important to achieve a good record at Hampshire on exams and courses or in 5-College courses.

REQUIREMENTS:

There are certain national requirements that everyone applying to medical school must fulfill:

1 year inorganic chemistry (with lab)
1 year organic chemistry (with lab)
1 year biology (with lab)
1 year physics (with lab)
1 year English
mathematics (calculus is often recommended)

Be sure to check catalogs for specific requirements at particular schools as well as the medical school admissions requirement book.

LISTEN, YOU'RE GONNA BE A DOCTOR; I HAVE THESE PAINS IN MY STOMACH, DO YOU THINK I HAVE CANCER?

It's important to plan early how you are going to meet these requirements. Medical schools will be looking at your transcript 15 months before graduation. At any rate don't leave many requirements to be filled in your last year. Medical schools will want to know how you did in these particular subjects.

HOW TO SATISFY REQUIREMENTS:

As a Hampshire student there are many ways you can fill these requirements: summer school, off-campus courses, Hampshire courses, or a combination of the three.

Medical schools have told us that they would like to see some competitive grades as a basis of comparison with other applicants. The other four schools in the Valley offer the standard pre-med courses. Taking some courses off-campus would put some grades on your transcript.

Science courses at the other schools are mainly information-oriented. This approach could be helpful in terms of taking the MCAT (Medical College Admissions Test). It would also give you a taste of what medical school will be like — and let you see how you respond.

As a Hampshire student you have the opportunity to fill the requirements in different ways. Rather than taking basic introductory courses you can approach the area from a more personal and interesting angle. For instance, you could take chemistry of nutrition as your second semester of inorganic chemistry — as long as your professor agreed that you had covered the same basic material and **noted this in your record of the course.**

A combination of off-Campus and Hampshire courses may be the best solution. It doesn't make sense to come to Hampshire then spend all your time running around to the other schools. Yet a few real-live-standard-old grades on your transcript are definitely points in your favor when trying to get medical schools to consider you.

If you decide to take an off-campus course, first go to the Natural Science Advising Center. They will have information on courses and professors at the other schools and can help you select the best for you.

It is not necessary to concentrate in science in order to get into medical school. As long as you fulfill the requirements we would encourage you to concentrate in any of the Schools. Time for pursuit of non-medical interests in medical school is limited.

Don't forget about summer school as a means of filling some requirements. Might be a drag but it would leave you time to take other courses during the Hampshire school year.

NOW, SHALL WE TRY IT ONE MORE TIME. YOU CLAIM THAT 1 SEMESTER OF "WASTE DISPOSAL IN HOLYOKE" IS THE EQUIVALENT OF 1 SEMESTER OF BIO. 102 AND "WHY THE SKY IS BLUE" COVERED BASIC OPTICAL PHYSICS WHICH IS EQUAL TO . . .

HOW CAN ANYONE WITHOUT A GRADE POINT AVERAGE REALLY EXPECT TO BECOME A DOCTOR?

The Pre-Med Committee will not recommend you unless you have completed the requirements to their satisfaction.

EVALUATIONS:

As a pre-med student your course and exam evaluations are especially important. They should be brief descriptions of what you did and how well you did it. Make sure that your instructor writes a useful evaluation. If it's too cryptic or disagrees with your evaluation **take it back.** Have a short talk with your instructor to clarify any ambiguities before you write the evaluations.

ADVISER:

Your adviser should be aware of what is involved in trying to get into medical school, should be conscientious, and should be someone you can talk with easily. Your adviser will be crucial in communicating what you've done to the Pre-Med Committee and could have a major effect on the Committee's recommendation.

It is important that your adviser has worked closely with you and knows you. It's not necessary to select an adviser in the School of Natural Science.

O.K. I'M DONE MEMORIZING . . . ARE YOU READY TO HEAR ME RECITE THE PERIODIC TABLE?

THE PRE-MED COMMITTEE:

The Pre-Med Committee is made up of faculty (4), the Hampshire physician, pre-med students (2), and the Director of Graduate Relations. It serves as an intermediary between Hampshire and medical schools.

The Pre-Med Committee's primary function is to coordinate the process of medical school application. It provides advice to the student and adviser on the preparation of application materials. In some cases the Committee may encourage the pursuit of alternative career options. The Committee will work with the student and adviser to prepare the summary letter of recommendation to medical schools.

The Pre-Med Committee also serves to convey information on medical schools' admissions policies etc. to advisers of pre-med students and to the advising centers. It also tries to acquaint medical schools with Hampshire College in general.

In order to maintain its credibility with medical schools the Pre-Med Committee cannot recommend students whom they feel are not qualified.

It is possible to apply to medical school without a letter from the Pre-Med Committee.

AND IF YOU THINK THAT'S GROSS WAIT 'TILL YOU SEE THE ONE OF THE DOUBLE FRACTURE WITH THE BONE PUNCTURING THE SKIN . . . .

MCAT:

The MCAT is offered twice a year. People usually take it in the spring of their 3rd year. It is possible to take it more than once.

Mean national MCAT scores are between 550-600. They are used as a standardized admissions measure — much the same as the SAT is used for undergraduate admission. A Hampshire student with low scores may have a very hard time getting into medical school.

The MCATs can be studied for successfully by forming an MCAT study group several months before the exam. Talk to the Director of Graduate Relations about starting or joining an MCAT study group.

K-K-KATHY, THERE'S S-S-SOMETHING IN MY MAILBOX FROM A M-M-M-EDICAL SCHOOL . . . .

SURE YOU'VE GOT A CRITICAL AND QUESTIONING MIND, BUT CAN YOU MEMORIZE?

YOUR PORTFOLIO (file):

For most of you, by the end of your 3rd year your file should be in order to be sent to medical schools. It should include any or all of the following:

1) note of Hampshire's academic program (available in Central Records)
2) Hampshire transcript
3) concentration statements
4) exam evaluations
5) learning activities
6) descriptions and recommendations from any off-Campus work
7) letter written by the Pre-Med Committee

You never know which particular factors a medical school will consider in accepting a student. Good grades or high MCAT scores are not the only basis for acceptance. It is important (particularly as a Hampshire student) to convey your unique qualities and achievements.

The advising centers have sample portfolios.

Be selective. Don't make your file too thick.

.... BUT RESEARCH IS WHAT REALLY INTERESTS ME ....

PRE-MED COMMITTEE LETTER:

Before Spring break of your next to last year at Hampshire:

1) have your file in order
2) go over it extensively with your adviser

The purpose of the Pre-Med Committee letter is to synthesize and highlight your accomplishments and growth at Hampshire.

Your adviser, with your help, will write a summary of your work, including:

a) specific examples of special accomplishments
b) what teachers/supervisors have said about you both generally and citing quotes
c) his/her own opinion, based on both your files and his/her impressions of you — should discuss your work, character, strengths and weaknesses, explain special circumstances, motivations, etc.

VERY VERY VERY IMPORTANT

Your adviser's letter goes to the Pre-Med Committee by April 15 where it will be discussed and revised. It's possible to make additions and corrections after this date. The Committee will write a synthesis of your adviser's letter and make its recommendation. The letter will be sent back to you for your approval.

SOMETIMES YOU JUST HAVE TO PUT EVERYTHING IN PERSPECTIVE.

APPLYING TO MEDICAL SCHOOL:

The sooner you apply the better — especially for schools with a rolling admissions policy. Get all your applications sent off by the end of the summer.

Some of you may want to consider applying under the Early Decision Plan. For some schools this may substantially increase your chances of being accepted. However, it does obligate you to attend that school if accepted.

It is difficult (if not impossible) to fit your Hampshire record into the lines and boxes provided on applications. If the information doesn't fit, refer the reader to your transcript or the note on Hampshire's academic program. Don't leave any questions unanswered — or your application might get lost in the shuffle, delayed or ignored. Sample applications will be on file at the advising centers.

The Natural Science Advising Center is accumulating information on which schools have accepted Hampshire students, which schools won't consider you without grades, etc.

There is an application fee of (usually) $25.00 with each application. Many schools will waive this fee for students who demonstrate a financial need. Check with the Hampshire Financial Aid Office if you want to apply for a waiver.

As in many other professions, women and third world candidates are being sought by medical schools. The Pre-Med Committee can help with special advice to these candidates.

AMCAS:

AMCAS is a centralized medical school application service for many medical schools. They are supposed to copy all materials we send them. Check your copy of what they send out very carefully. Like all large bureaucracies, they make mistakes.

Hampshire's individualized approach makes it impossible to cover all the information every Hampshire Pre-Med needs to know. Also, the Pre-Med Program itself is still very open to change and development. Hopefully this booklet will help you organize your thoughts on which questions need to be considered and where to go for answers!

I'M ACCEPTED!! I'M ACCEPTED!!

Time Line (Of course, this will vary for each individual)

First Year
- Be aware of requirements
- Plan how you will fill them
- Begin to fill requirements

Second Year
- Make sure you have/get a good adviser
- Continue filling requirements
- Write Division II contract

Third Year
- Take MCAT (Spring)
- Continue filling requirements
- Organize
- By March 15 — Go over file with adviser
- Adviser write summary letter to Pre-Medical Committee
- Beginning April 15 — Pre-Medical Committee, in consultation with student and adviser, writes the final letter
- Pass Division II (Ideally Division II will be completed by end of third year)

Summer Fill out applications

Fourth Year
- Finish filling requirements
- Go for interviews

ADDRESSES:
Medical School Admission Requirements

Association of American Medical Colleges
One Dupont Circle, N.W.
Washington, D. C. 20036

MCAT
The American College Testing Program
P.O. Box 414
Iowa City, Iowa 52240
U.S.A.
Phone: (319) 351-4470

AMCAS
1776 Massachusetts Avenue,
Suite 301
Washington, D. C. 20036
Phone (202) 466-4666

by Gwen Kerber
in consultation with Sara Williams, Rich Gubner, and the Hampshire Pre-Med Committee

Spring 1974
Hampshire College — Amherst, MA 01002

APPENDIX H

STUDENT HANDBOOK SECTION

Educating Oneself at Hampshire

MAKING ACADEMIC PROGRESS

While you probably already know about Hampshire's non-traditional system, it's worth asking how you'll know when you're making academic progress and how much you have made. In a system where no one is doing the same work and there are no course credits or grades to provide a common standard measurement, how do some people finish all their work in two or three years while others take as long as five or six? How will anybody know how they're doing at any given point in time? It's really very easy to remember: the key phrase is "progress by examination." Having replaced the traditional freshman-sophomore-junior-senior sequence with three Divisions, movement from one Division to another occurs as you pass the Divisional examinations. And since the examinations are designed by you, they will take place whenever you are ready, and will be evaluated by persons competent in your areas of inquiry. Your Adviser might help by suggesting faculty and others for your examing committees, but you yourself will arrange all the details.

DIVISION I: Basic Studies

Every entering student must undertake, or have undertaken, sufficient learning activities to design and pass a Division I examination in each of Hampshire's four Schools: Humanities and Arts, Natural Science, Language and Communication, and Social Science. If you are a transfer student, or have done some independent work that can be submitted for an examination review on entering Hampshire, you may find yourself ready to move into Division II within a month of matriculation. Most students want to try to do most of their Division I exams and get their Division II Concentration planned within three semesters. A rather typical Division I program might look like this:

First Year:	Fall	January Term	Spring
	NS course H&A course L&C course	L&C project	SS course H&A course L&C examination H&A examination

Second year:	Fall	January Term	Spring
	NS course Independent Study SS examination File Division II Concentration Statement	Any activity of interest	NS course One or two courses in the concentration NS examination

Preparation for the Divisional examinations can include course work in the Schools, independent study, House courses, or work done before coming to Hampshire. Except for the examination in the School in which you wish to do your concentration, you do not have to complete all of your Division I exams before you begin Division II work — but you DO have to complete them before you can file your Division III Contract. A word of caution here: some people wait so long to complete their Division I work that they can't simply get on with their Division II work, so most Hampshire-wise veterans definitely advise not to postpone doing any of your Division I exams beyond the fourth semester here. On the other side of the coin, those who want to do all their Division I work in one year might plan a program something like this:

Fall Semester	January Term	Spring Semester
Social Science course Humanities and Arts course Language and Communications course	NS&M course L&C examination	Social Science course Humanities and Arts course NS course Examinations in H&A, SS, and NS&M

A special note for transfer students: Each of the four Schools has a subcommittee on examinations which has been working with the Admissions Office. You may want to consult these examining groups for advice. In any case, you should consult early with your adviser about the possibility of having work evaluated by the examining committees for possible satisfaction of some of the Division I examinations. Division I exams need not be a hassle. In fact, they can, and should be fun. A good place to start is with each School's Advising Center to find out how to get all of this accomplished without difficulty, and with pleasure.

The "mode of inquiry" concept: Each academic discipline or group of disciplines (Schools) depends upon certain methods of study, certain definitions of the problem, certain ways of digging out the data, certain ways of evaluating what's found, certain ways of reporting the results. Those are what we call "modes of inquiry," and Division I introduces the student to the modes of inquiry used by disciplines in each of the four Schools. Your evaluators will be more interested in how you use the skills you've learned than in how much substantive, factual material you have accumulated. You won't find survey courses in Division I. Instead most Division I seminars will immerse you in a close exploration of a particular problem from which you will come to understand the methods used in a particular field of study. This approach is disconcerting if you're not ready for it (and sometimes it is anyway). A good Division I learning experience at Hampshire will give you a chance to learn how a professional — sculptor or microbiologist or anthropologist — works in the world, what the methods are for that kind of work, and what happens when the conventions (methods) for that kind of work — which are work habits, conceptual schemes, analytical models and informed perceptions — are not followed. Your Division I examiners (whether natural or social scientists, linguists, humanists or artists) will seek to find out if you understand what kinds of hypotheses they would make, what kinds of evidence they would accept, what tools or techniques they might use in arriving at an answer,

and what kinds of questions they ask. That's what "mode of inquiry" means: it is more important to know what kinds of questions to ask, how to ask them, and how to answer them, than to know all the answers other scholars have worked out in the past. Historical perspective is itself crucial for competent kinds of questioning but memorizing other people's answers is not inquiry, it is only memory.

A good description of the term "modes of inquiry" as it applies to the School of Natural Science has been written by Professor Everett Hafner . . . and may be especially helpful to you when you start thinking about your work in that School:

> "Scientists go about their work with a set of tools, attitudes, styles and conventions well enough identified to form a subject of study. Although there is no single scientific method whose application guarantees success in the search for truth, there are hallmarks of good science for students to examine, preferably in the context of actual scientific studies. Every piece of research, however small, sets up requirements that are easy enough to list but not always easy to meet. Is the question clearly stated and subject to test? Are the experiments relevant and feasible? Have the data been properly analyzed? Do they justify the conclusion? Has the literature been thoroughly searched and carefully acknowledged?
>
> "It has been in the natural sciences that this pattern of question-framing flowered most consistently. It is therefore our principal aim, in designing activities for Division I in natural science at Hampshire, to bring our students face to face with the scientific process. They find the Faculty ready with more than formal courses; capable students are guided toward independent study from the beginning, while students who are naive or shy in science are encouraged to tackle the simpler problems with whatever assistance they need. Thus the variety in our divisional examinations is considerable, covering the ground from brief reviews of finished problems to full-scale research on unanswered questions. Nevertheless, every student leaves us with some sense of the techniques and theoretical foundations of at least one scientific discipline."

DIVISION II: The Concentration

Toward the end of last semester the Academic Council passed a new policy statement to reaffirm what Division II is and what it isn't. First, we'll print the text of the statement, followed by remarks written by some faculty based on their experience supervising Division II students and their best sense of how the revised policy shall be applied.

DIVISION II AT HAMPSHIRE COLLEGE

Division II is the core of a student's education at Hampshire. During Division II the student will design and execute a Concentration, a program of studies adapted to individual interests and requirements. However, the Concentration is not necessarily the whole of a student's work in Division II. In addition to the Concentration, the Division II student is urged to pursue academic interests in other areas unrelated to the concentration.

The process of conceiving and planning a Concentration is itself one of the most important academic tasks which a student will encounter at Hampshire. Through this process one can effectively personalize education. In the Concentration the student is building on the modes of inquiry gained in Division I by acquiring skills and knowledge related to a specific area of concentration and working toward readiness to complete an advanced independent study project in Division III.

In the Concentration, a student will seek to achieve a grasp on both particular techniques and the broader concepts which lie behind them. It may range from a plan of studies similar to that of a traditional college major to a highly personalized program. Its scope may be broad or narrow and include a number of different activities. Courses, independent studies and projects, reading programs and field study work, and any other learning activities could all be part of a well-planned Concentration. As interests become better defined, the student will want to become proficient at skills involved in the field of study. At the same time, larger questions of value must not be ignored in a specialized interest area.

There is no set time period for completion of the Concentration. A Concentration normally takes from one to two years. The Concentration Committee and the student should establish a regular means of keeping in touch, perhaps by progress meetings each semester, or a written record of work completed.

It is also important to realize that while a Concentration requires further definition and specialization of a student's work, it also asks that the student pursue anything which will assist in that process. The Concentration should not be limited to courses in a specific field. It is, in a sense a continuing exploration. What ought to finally come of Division II work is an ability to ask good questions and to acquire knowledge, skills, methodologies and techniques necessary for Division III work.

When ready to explore possible Concentration topics, the student will meet with his/her advisor to discuss possible Concentration plans. As the plan takes shape, pertinent faculty and students will be consulted and perhaps asked to serve on the Concentration Committee. The student will work with the committee to further outline the proposed activities. A Concentration Statement, signed by the student and Committee members (including two faculty) is then filed with the Dean of the College. The Statement includes a description of work to be accomplished, and a proposal for the Division II Examination.

A Concentration is a continuing process. Though a Statement must be filed at the outset, it may be amended or even rewritten during the Concentration period. In fact, this may be encouraged by the Concentration Committee or adviser if the bulk of a student's work seems to be taking a direction not implied in the original statement. This is part of a growing understanding of limits, which must come with more defined work.

The Division II Examination will cover only that work included in the Concentration. The student's Examination Committee will usually comprise the same membership as the Concentration Committee, but if the concentration has been amended the Examination Committee ought to reflect the change. The Division II Concentration Examination will occur when the student feels ready to begin advanced independent work. The Examination is an essential part of the attempt to give the student a sense of what he or she has accomplished in the Concentration, and to give direction and coherence to the student's continuing work. An examination procedure should be created which will clearly present the different aspects of the Concentration, a unifying theme, a grasp of essential concepts in the Concentration area, and an ability to begin work on a defined Division III project. The Examination, and in a larger sense the Concentration as a whole, must serve as a bridge between initial exploration of the means to access and the student's individual, highly independent Division III work. The Examination will determine the fulfillment of the goals of the Concentration and readiness to proceed.

(Approved by Academic Council, May 21, 1974)

For clarification, several seasoned faculty members agree there are some highlights you should pay careful attention to — for example:

(1) Significance of the Concentration Statement — The Concentration Statement (or "contract") is one of the more important documents in your academic file, and one which you may well want persons outside Hampshire to read. Thus, it should represent your writing at its best. Be sure it contains a clear and complete statement of your educational objectives at the Division II level, how you expect to meet them (courses, independent study, etc.), and how and by whom you expect to be evaluated. [Note that your Concentration Statement does not necessarily record all your activities while you are a Division II student — you should still maintain interests and engage in activities which are not part of your Concentration.]

(2) Timetable for filing the Concentration Statement — No specific dates are set forth in the policy. However, the statement "must be filed at the outset" of the Concentration, which "normally takes from one to two years" to complete. Thus, most of you should file your Concentration Statements (at least an initial version) sometime during your second year or soon after you pass the Division I exam in the relevant School(s). To plan your Concentration, talk with your Adviser. (You will probably also find it helpful to check with a School Advising Center to find out more about the possibilities for a concentration, learn more about faculty members' interests in your area of concentration, and look at other students' Concentration Statements in Advising Centers). Remember, the Concentration Statement is a planning document (not merely a summary of things accomplished), and you may amend it or even rewrite it during the Concentration period. Concentrations have usually been focused within the disciplines of one School but they may also cross one or more of the School lines.

(3) Your Concentration Committee — Your Committee must include, but not be limited to two Hampshire faculty members. In addition, you may want a more advanced student, or a faculty member from one of the other colleges. However, you should restrict membership on your Concentration Committee to people with whom you will be working for a major portion of your Concentration (you can get a small committee together much more easily than a large one). If you want others involved, they should be asked to serve only as examiners, or to submit written evaluations to your Committee on specified parts of the examination, but not all of it. The policy purposely doesn't say whether your Adviser should be a member of your Committee, but if your Adviser is in the field of your Concentration it makes a lot of sense to ask her or him to serve, even as Chairperson. If your Adviser is not in the field of your Concentration, you may want to change advisers at the time you form your Committee. You certainly don't have to do that, however; you and your Adviser might just agree that others are more appropriate for your Committee. Be sure your Adviser and all members of your Committee have copies of your Concentration Statement.

(4) The Schools — The Schools as such are not specified as being involved in the administration or evaluation of the Concentration. Certainly they are involved to the extent that most faculty are members of one or more of the Schools. How they formally organize themselves around the new policy statement has yet to be determined. (Check with the various Advising Centers for specific information after the dust settles in the Fall.) Most likely, School examination committees or coordinators will still have responsibility for the Division II examinations. In any case, to help the Schools effectively plan their curricula, we would recommend that in addition to the Dean of the College, you file a copy of your Concentration Statement (and subsequent revisions) with the School or Schools with which the faculty members of your Committee are affiliated.

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(5) Evaluation — You will want to specify the forms of evaluation to be used during your Concentration. This may include periodic feedback from your Committee on specified points when one or more members of the Committee hear about work you have done or read or see some aspect of that work in final form. You can structure this aspect of evaluation to suit yourself and your Committee's interests. Part of your Concentration Statement will be the proposal for your Division II Examination, however. You, and your Chairperson will be responsible for collecting the evaluative material you will have assembled during your Concentration and any other accumulated information such as courses taken, field work accomplished, jobs held which are relevent to the Concentration, and any other events which were part of the Concentration. This body of materials will serve as a basis for your Division II exam. It may also be possible to include — and in some instances, even focus upon — your Division III work proposal as part of your Division II examination.

DIVISION III

Your Division II work generally leads you directly into your Division III work.* Most students make the proposal for their Division III independent project part of their Division II examination. In Division III, you are responsible for doing a large independent study project, undertaking some type of integrative work encompassing several disciplines, and demonstrating by activity that you know how to put your knowledge to practical use. It is clearly defined in the detailed statement below, approved by Academic Council.

DIVISION III AT HAMPSHIRE COLLEGE

A student's readiness to be awarded the Hampshire College degree is indicated by the satisfactory completion of advanced studies in Division III, the period of study during which each student most fully develops abilities to understand and apply the conceptual and expressive skills appropriate to her or his field of interest.

A. Responsibilities

1. The Advanced Independent Study Project

Each student will design, implement, and complete an advanced independent study project which should deal with a sophisticated and complex set of questions, concepts, skills, and abilities. The faculty working with the student on this project will strive to develop the student's ability to work on her or his own rather than encourage increasingly close faculty supervision. The completion of the project should clearly demonstrate the student's ability to perform advanced work.

It is expected that the independent project will normally take at least one-half of a student's time for a full academic year. The project should lead to a substantial paper or performance which can be evaluated (for example, an essay, portfolio, exhibit, recital).

2. Integrative Work

Division III students should exemplify an ability to do integrative work in two ways: (1) by acquiring a skill in studying a problem from the perspective of more than one discipline, and (2) by sharing their advanced knowledge and different perspectives with others.

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*While it is not recommended as general practice, there is no regulation against switching an area of interest from that of the Concentration to another for the Division III project, provided the student and Adviser agree that the switch is important and appropriate and a Division III committee in the new area of interest can be formed.

This aspect of Division III work is to ensure that the advanced student, who is intensely absorbed in an independent project which may be limited to a small part of one discipline, learns how the concepts, knowledge, skill and sensitivities of other fields and disciplines apply to common intellectual or social concerns, as well as to the student's own work.

Students are encouraged to fulfill these two goals of the integrative work requirements by participating in a Division III integrative Seminar. These seminars are designed to address a broad topic or problem area requiring the application of various disciplines and involving diverse values and judgments as well as data and methods. They deal with the important and complex social and intellectual issues which demand the application of the best knowledge, thinking, and research of students and faculty in all the Schools and programs of the College.

If the student's independent project involves the application of an advanced perspective and methodology from more than one discipline, the project itself may fulfill the integrative work requirement, especially if Division II work has given the student an appropriate background in more than one field. This might apply particularly in situations where the independent project was itself a group endeavor, involving students from different backgrounds.

Although most Division III seminars will be led or coordinated by faculty members, Division III students may plan and lead their own integrative seminars with a minimum of faculty assistance.

3. Activity in the College or Community

Finally, Hampshire College views its Division III students as practitioners as well as learners. Therefore, as is suggested by non satis scire, each Division III student is expected to become involved in sharing her or his increasingly sophisticated abilities with the community. This should not be taken to mean that the practice itself must take place within the College; students are encouraged to apply their skills to the world that exists outside of the College. Possible activities might include teaching or assisting in a Hampshire College course, working in the Holyoke Model Cities program or a local public school, advising students in the lower divisions at Hampshire, substantial participation in the governance and major campus organizations, etc. There is also nothing intended in this policy to prevent the activity from being part of either the project or the integrative work if that is where it can be most productively done.

Ordinarily, this community activity should be done during the Division III year, when the student's knowledge and skills will be sufficiently developed to allow mature contribution to the College or to the outside community. If this kind of contribution has been made during the student's earlier years at the College and if it can be evaluated as the equivalent of Division III work, that activity may be counted as the community activity.

B. Procedures for Division III

1. Entrance to Division III

a. To begin work in Division III, each student first forms a Division III Committee, which consists of three persons, two of whom must be Hampshire College faculty members (including the Chairperson), and one of whom may be the student's adviser. A project supervisor must be specified, usually (but not necessarily) the Chairperson.

b. After forming the Committee, the student fills out in entirety the Division III Contract, which is then signed first by the student, next by all listed evaluators, and finally by the Committee members, whose signatures signify their approval of the tasks, the evaluators, and the methods of evaluation. The student's Division III Committee is automatically part of the evaluating team.

c. After obtaining all the necessary signatures on the Contract, the student delivers it to the Office of the Dean of the College, where it is checked and recorded by the member of the Dean's staff who receives it. If the Contract is in order it will then be forwarded to the Division III Standards Committee (see below).

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In order to submit a Division III contract for approval, students must have passed Division I examinations in all four Schools and the Division II examination. (Records of passage of all examinations must be on file in Central Records; for the Division II examination the Chairperson may telephone Central Records to have the "pass" recorded, with written evaluation following.)

2. Timing

Since students will normally spend a full academic year fulfilling the requirements of Division III, the Proposal will ordinarily be submitted eight academic months prior to the expected awarding of the degree, or seven academic months prior to expected completion of the Division III work (for example, October 1 for completion of work by May 1, April 1 for completion at the end of January). If arrangements have been made for the student to carry on Division III work over the summer months, the contract may be submitted up to May 15 for completion in January, provided that the contract includes an explanation of such summer work. It should be emphasized that the above statements are to be taken as general guidelines only.

Varying timetables for completion of Division III work may be agreed upon by the student and the student's own Committee. Division III contracts may be negotiated or submitted while a student is on Field Study Leave. They may not be negotiated or submitted while a student is on Leave of Absence.

3. The Division III Contract

a. The Project Proposal: Judgment of the quality and scope of the project proposal is properly the basic responsibility of the student's own committee. The following guidelines should be noted:

(1) It is expected that the independent project will normally take at least one-half of a student's time for a full academic year.

(2) Because the student is expected to design and complete an advanced independent study, considerable background must be acquired before Division III work is initiated. The independent project will usually grow out of the Division II concentration or some equivalent background. Division III is not the place to acquire knowledge, skills, methodologies, and techniques necessary for advanced independent study.

(3) Because the project proposal is both a planning document and an important part of the student's record, it should include the following:

(1) A statement of the purpose and substantive nature of the project.

(2) A brief statement of the student's background and experiences relating to the project.

(3) Some discussion of the approach and techniques and methods to be applied.

(4) Some discussion of the kinds of resources (e.g. human, bibliographical) and facilities to be used and of their availability.

(5) A statement concerning the kind of final product which will be evaluated.

(6) A description of the mode of evaluation.

b. Statement of Integrative Work: The statement should include the general goals the student plans to pursue in the integrative work aspect. In some cases, the student may list alternative possibilities s/he has in mind for fulfilling this requirement (for example, when Integrative Seminars for specific academic terms are not yet specified in the catalog). In cases where the integrative work requirement cannot be specified at the time of Contract submission, the student and his/her Committee should amend that Contract when the integrative work proposal is agreed on. Modes of evaluation should also be specified.

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c. Statement on Activity in the College or Community: The Activity should be described as fully as possible in the Contract, whether it is to be done during the Division III work or whether it has already been accomplished. The Contract should include a discussion of the types of skills the student contributed to fulfill this requirement. Modes of evaluation should be specified in the Contract.

4. Progress Report

Two months prior to the projected final evaluation date the student shall submit a progress report to her or his Division III committee. At this time the student's Division III committee shall assess in writing whether or not the student is progressing satisfactorily toward the completion of the contract. Any necessary revisions of the Division III contract must be submitted at this time. A copy of the student's progress report, together with the Division III committee's assessment and any contract revisions, shall be forwarded to the Division III Standards committee.

5. Final Evaluation

All aspects of the Division III contract must be completed no less than one month before the student expects to graduate. The final evaluative statement by the student's own committee must include an evaluation of each part of the contract. This evaluative statement is sent with the student's committee's recommendation to the Dean of the College, who reviews the committee's recommendation and nominates the student to the Academic Council, which votes to recommend the student for the Hampshire College degree.

Students may finish their Division III work at any time, but evaluation and the granting of the degree will be done only during times the College is in session. A student who does not complete the work by the end of the term proposed in the Contract or whose work is judged not yet satisfactory by his/her committee has three possibilities for completing the work and the evaluation.

a. If all the work can be completed away from the College and without faculty supervision, with evaluation the only remaining task, the student pays only an examination and graduation fee. (Probably $300.) If major revision and/or faculty involvement are required, the student falls into the next category.

b. Study and evaluation fee. If the student needs a limited amount of faculty time for completion and evaluation, the student pays a fee equivalent to a field study leave ($600). The student is not in residence. Individual arrangements are made with the student's committee.

c. The student may be enrolled as a full-time student for an additional term, with full access to the faculty and facilities of the College.

The student and his/her committee must judge how much work remains to be done and how much faculty supervision or other use of College resources is likely to be required. Students and their Division III committees should discuss the alternatives described above and write a petition, signed by both the student and the committee chairperson, to the Division III Committee requesting one of these categories.

6. Division III Leaves

Division III work ordinarily requires that a student be fully enrolled at the College. Division III students who are not enrolled in courses are nonetheless considered full-time students. Independent projects are done under faculty supervision; part of the faculty teaching load is devoted to supervision of these projects. The integrative work, as well as the project, is usually done on campus and involves the use of faculty time and of College facilities.

Two kinds of possible exceptions to the above generalization exist.

a. Some students, once their contract is accepted, may be able to work for a term totally on their own without faculty supervision of any kind and without the use of any College facilities. For those students, if the Division III contract has been filed before the end of the previous term, taking a one term leave of absence to work on their own may

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make sense. In the final term of Division III work, however, no leave of absence will be granted. During the final term students completing their work need faculty to begin evaluating that work, looking at first drafts, and so forth.

b. For some students, Division III projects will of necessity involve work in the field; a student might be doing an internship in a government office in Washington, an internship in a public interest research group or law firm, a laboratory experiment at Brookhaven or at a medical school, field research on an Indian reservation or in an urban setting or abroad, theatre with a touring group, and so forth. In such cases, where the student must by the nature of the project be away from campus, and where his/her work is under the immediate supervision of someone other than a Hampshire faculty member (or where the committee agrees that the student can work without supervision), that student may be granted permission for a field study leave for one term (or in rare cases both terms) of Division III work.

All such leaves must be written into the Division III contract and approved both by the student's own committee and by the Division III Standards Committee.

7. Division III Standards Committee

The Division III Standards Committee is a College-wide committee, chaired by the Dean of the College, ex officio. Additional members, who serve for one academic year, include two representatives elected by each School, at least one of whom is a faculty member, and one faculty member and one student appointed by the Dean of the College. (Student members must be Division III students. If the four Schools together do not elect at least two students, up to two additional student members will be elected by and from Division III students at the College.)

The role of the Division III Standards Committee is to review contracts submitted to them for completeness in terms of procedures and with respect to each part of the contract. Two members of the Division III Standards Committee, one of whom will be in the the School of the student's project supervisor (or Chairperson, if the project supervisor is not a Hampshire faculty member), will read each contract and will discuss any problems or ambiguities with the student or the Chairperson of the student's committee. In any case where policy issues are raised, these will be brought to the entire Division III Standards Committee for discussion. The student will be notified of the status of the contract within two weeks of submission. Approved contracts will be sent to the student's academic file (and a copy for the Division III Standards Committee sent to the Dean of the College office).

(Approved by Academic Council, April 30, 1974 and May 21, 1974)

All this may sound elaborate, but its purpose is to clear up any uncertainty about integrative work and activity, and about which piece of paper and what signatures are needed when, and who is responsible for what. Most of the guidelines are designed to protect your rights rather than hamper your freedom. (After all, since Hampshire is pioneering this system you can't fall back on previous concepts or notions of what it means to be a Senior in College.) The Division III experience should translate into an unforgettable and very satisfying last year here. You'll be doing what some would consider comparable to "Honors" work at other colleges — indeed, some liken it to graduate work.

PROGRESS BY EXAMINATION

Divisional examinations are at the center of Hampshire's academic program. It is with these examinations that the faculty, and thus the College, check your readiness to move on. In the first set of steps or examinations, they check for your knowledge across the four broad academic areas that distinguish our four Schools. Here is where you will encounter the elusive phrase "modes of inquiry." In the second step, your Division II

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examination, the idea will be to show, again to the faculty, your ability to work in your chosen concentration. Where the Division I examinations focus on how questions are asked, structured, and information compiled to suggest theories and conclusions in the four Schools, the Division II examination will be an assessment of your readiness to research and investigate one area of considerable interest to you. The final step is the Division III examination where the faculty will assess and critique a major work of your own devising.

These six examinations are the mileposts of your academic work at Hampshire and will be the points at which you receive major feedback as to how you are doing, what you need to do more of, and how ready you are to proceed to the next step. None of these examinations can be "failed" but you may be asked to do more work or rework all or part of an examination. In a sense, the word "examination" is incorrect when applied to these check points. They are not standardized or routine tests. Instead, each one of these assessment points is invented by you, with the faculty and the advising center's help, to indicate how ready you are to move on at a liberal arts college — from broad knowledge of what the liberal arts are, to in-depth knowledge of your chosen set of interests, to a major independent effort on a problem or area of your choosing where you will produce a set or piece of work, and finally, your readiness to move away from Hampshire and on to other pursuits.

Let's discuss in more detail each of the examinations . . . . .

Division I Examinations

Division I examinations mark the completion of the first level of achievement in the Hampshire academic program. You may have wondered why some of our literature states that "it will normally take one-and-a-half to two years to finish Division I." Here is how we arrived at those figures. Students with no previous knowledge in an area such as natural science or social science would probably need a minimum of two courses in each of those areas before they could be expected to tell someone else how a natural scientist or a social scientist worked, how they asked questions, talked and wrote, and eventually how they answered questions. If you accept that assumption, and you add up two courses in each of the four Schools and divide that figure by three courses per semester — you come out with somewhat more than two-and-one-half semesters or one-and-one-half years.

Now, clearly, you don't all enter with the same backgrounds and preparation. Some of you should be ready to take a Division I examination during your first month at the College. This would be in an area in which you had previously done considerable work, knew your way around, and felt confident to tell a couple of faculty members about. For others, two courses or learning activities will not be enough, but maybe three or four will be needed before you get the hang of what is expected. The point here is that we made a guess about how long it is likely to take you.

For help in planning examinations, use your Adviser and the School Advising Centers. Ask them for further definitions of the procedure or examples of what is meant in the written descriptions of each of the exams. There are a few things that we can state right now about the Division I exams that apply to all the Schools.

- they should be planned ahead of time;
- they should not be done just to get by;
- they should not be so broad as to be incapable of assessment;
- they should demonstrate your ability to use the tools appropriate for scholarly work (this will range from your use of the library to the computer, from the centrifuge to the painter's brush or sculptor's mallet, from the questionnaire to the microscope — whatever tools are needed to answer your questions);

they should demonstrate your critical ability to question past work of your own or someone else's present assumptions.

There is a lot of variation at Hampshire — among Schools, among disciplines, among faculty members, and among students. So try out your idea, assume you know enough already and plan an exam. You'll be surprised how good it feels to get feedback on a piece of your own work.

The procedure will vary a bit from School to School (be sure to read each School's Examination Statement, published in the Appendix), but essentially it will go as follows:

1. Get an idea for a topic or topics for an exam.
2. Check out your ideas with the Advising Center in the Schools in which the exam will be taken and your Adviser.
3. Ask a faculty member to be the Chairperson for the exam.
4. Select another faculty member, student, or other equalified person to be on the examination committee.
5. Clear your idea for the exam with the examiners. In some instances that may be only the chairperson — in others, that may include a school exam committee.
6. Continue to consult with your committee while preparing for the exam.
7. Schedule a time and place for the exam, if necessary.
8. Do it!

You should learn at the time of the examination how you did and whether you passed or need to do additional work. It is the responsibility of the Chairperson to write your evaluation for the examination, and send the "pass" form to the appropriate School office.

Division II Examination

As you remember, Division II is the time during which you work in depth in your area of concentration. Your examination for this phase of your career at Hampshire should thus include a review of that study. Since it will normally take a year or so to do a concentration, you will have amassed a series of courses and learning experiences during that time which will all combine to prepare you for independent work on a problem or project for Division III. Your Division II exam then takes on more of the characteristics of a review of this material to assess competence to work indepth in this area. It may be that the diagnosis at this stage is that another course or two will be necessary before you "pass on" to Division III. To make this judgment, your Division II Exam Committee will need to know something of your future intentions either in Division III or after Hampshire (or both) in order to really assess your readiness to move on. They may ask questions such as do you need further skills, or more theoretical perspective, or greater technical mastery of a procedure or techniques before you can be expected to work competently on your own in Division III and/or after Hampshire? If the answer to any of these questions is yes, then completion of Division II will be delayed until your Exam Committee concludes that you have had the foundation or background work you will need. The following points may help as check points for Division II:

- Have you completed formal learning activities that will be needed for Division III work?
- Is the work sufficiently documented and presented for the academic file?

- Can you work critically and analytically with the material accomplished in the Concentration?
- Has a clear proposal been formulated for Division III?

Again, as with Division I, check with your Adviser or with the relevant School Advising Centers for particulars on the Division II exam. In broad outline, it is important for you to think of the exam in Division II as assessing your competence in your chosen area of Concentration and your ability to perform those tasks which you have set out for yourself in Division III. It shares with Division I, then, those characteristics of diagnosis and assessment which are important to Hampshire's examination system. Again, the Chairperson of your Division II exam will be responsible for collecting the opinions and evaluations of the other examiners and evaluators and writing the examination form for your file.

Division III Examination

The last of the six Hampshire examinations is least like an examination, in the conventional sense of the term. At this point you will really be operating not in a typical "school room" context, but rather engaging in independent work that will be critiqued and discussed by fellow scholars and researchers or artists. By this time you know the basic skills and techniques necessary to produce publishable work or have work shown in public. What you need, then, is continuing consultation with people with expertise in your area of study. The examination is just the final stage in that consultative process.

You will find that all through Division III you will be wanting to show your work and talk about your work with others — your fellow senior students, your friends at other schools, and the faculty. Conferring with your Division III Committee therefore becomes very important. Some of these meetings can be done singly with the members of the Committee. Once in awhile, it's a good idea to get the whole committee together to check out their perceptions of where you are and whether they agree about what else you need to do, how strong or weak your work is, how close or far you are from completion, and the like. The Chairperson of your Division III committee will be responsible for putting together a description of your Division III work and for compiling the evaluative statements made of that work at its completion.

Your Division III examination itself may seem somewhat of an anticlimax. This is because you should have been having "mini-exams" throughout the Division III period. The final one will be more of a check-up session and final critique of the work to which both you and your committee at this point are committed. Indeed, questions such as "Where will this work lead you?" and "How can you improve or expand this work to produce a book or monograph?" or "Suppose you had another year or two, or three, what would you do with this project?" may all come up. Surprised? You shouldn't be. Learn how to be comfortable with such questions, which are the kinds that scholars and other professionals ask of themselves and each other all the time. That's how you should begin to feel and how you should begin to operate — as a serious artist, scholar, researcher. Your Division III examination will simply be the culmination of that developing process at Hampshire. If you weren't going to pass, you should have known about it long before now, as a result of those earlier consultations with your committee.

WHAT ARE "LEARNING ACTIVITIES?"

The Formal Curriculum of the Schools

The four Schools are the major spokes around the hub of the Hampshire learning community. Their offerings, described in the course guides published each semester, form the core of Hampshire's formal academic program. As you can immediately tell from many of the course titles, the Schools are very unlike conventional academic "departments" because they embody a variety of related but distinct disciplines — for example:

(a) Under the School of Humanities and Arts' umbrella you'll find literature, graphic arts, performing arts, philosophy, cultural history, film studies and human development courses. Dean Francis Smith comments:

> "When you chose Hampshire College, you were likely exchanging the profound anxiety of being led into an educational trap for the mild anxiety of being lost. If you become a student and especially if you become a concentrator in the School of Humanities and Arts, you will find that we are, as a community within the larger one, curiously concerned about what it means to be human and creative; that is, to be engaged in self-definition and self-direction; that is becoming unanxious and unlost. The Humanities include those historic concerns of reflective persons for the nature of existence and the ways we reply to its demands. In Literature, Cultural History, Philosophy, and Human Development we concentrate on the individual and collective efforts by humans to become whole — by taking thought, by taking action, by taking vacations from both. In the Arts we concentrate on those actions by which we respond to the world by changing it through the imposition of our creative vision on it. Artists form one of the most curious groups of interest to humanists; the humanities examine and reflect on the fate of all humans as agents of change and subjects of fate, and they preserve the record of the arts."

H&A makes its headquarters in Emily Dickinson Hall. At the west end is its School office, supervised by Administrative Assistant Thelma Alward. In the bay area you'll find its Advising Center, coordinated by Professor Clay Hubbs.

(b) Of the School of Natural Science, Dean Susan Goldhor writes:

> "The School of Natural Science at Hampshire is different from any other Science Department you've ever seen (ask some other students if you don't believe us) so please try to approach us without fear or prejudice.
>
> "You don't have to take a course in order to do an NS Division I exam (students have done exams on subjects ranging from How an Airplane Flies to Natural Dyes and they have taken shapes as varied as a radio play on Relativity and Sculpture via Holography), but if you don't have any definite ideas of what you want to do, a course might be a good place to start. We don't have preregistration or limits on course size so you can attend as many classes as you want, without making any definite commitments, until the end of drop-add period. It might be interesting to go to two or three sessions of several courses, so that you'll get some idea of the variety available, both in subject and in styles of teaching. Read the course guide carefully and then feel free to talk to any NS faculty member or student who is teaching a course that looks interesting to you.

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"One of the things we've tried hardest to do is to break down the barriers that exist at most institutions. For example, there is no clear division here between those who teach and those who learn. The catalog includes quite a few student-taught courses, and our machine-shop, animal rooms, stockroom and greenhouse are all run by students. (The greenhouse was built by students under the supervision of Professor Jim Sears, and other students are currently working on alternate energy sources we hope to build on campus. The instructions for this year's students on how to use a lot of laboratory equipment were written by last year's students, and we are the only College around where lab equipment is serviced by students instead of professional service people.) We have the same number of student School members as we do faculty, and the students have equivalent votes and participation in committee work, decisions, evaluations, and policy. (If you're curious about what School meetings are like, ours are open and you're welcome to attend and to join in discussions. They're held every other Tuesday in Room 243 of the Science Building, starting at 10:30 a.m.) We've tried to break down the barriers between sciences, and between science and non-science so that animal behavior collaborates with anthropology; a physicist works on electronic music with a composer, and the historians of science collaborate with all of us. We do not believe in 'pure' science — whatever that means. There is no way to separate science from the real world of technology, politics, and malicious or mistaken behavior. The major goal of the School of Natural Science at Hampshire is to attempt to alleviate such problems by educating a group of people who will be politically and technologically as well as scientifically literate."

You'll find the Natural Science office on the north end of the 3rd floor in Cole Science Center. See Judy Wilson, NS's Administrative Assistant, for anything you need to know about who to go to for what in Natural Science. Their Advising Center, coordinated by Kurt Gordon, will also be in Cole.

(c) The School of Social Science, writes Dean Leonard Glick:

".....includes faculty representing many disciplines: history, sociology, economics, political science, psychology, anthropology, education, and folklore. Can such a diverse assemblage become a School? Do they share principles, premises, and methods that can be communicated to students who care more about problems than about disciplines? We think so, and we are trying to demonstrate it: by developing an ever-increasing number of cooperatively taught courses, by exchanging openly our ideas about what constitutes a vital and valid social science, and by moving towards a School identity that will transcend differences rooted in narrowly defined views of social reality. What have we accomplished so far? First and foremost, along with our colleagues throughout the College, we have enabled students to share our ideas and perspectives without requiring that they accept or pretend to accept them — we have not presented a dogma to be personally incorporated by all students who hope to 'pass.' We have instead offered our courses and programs in an open marketplace, as it were, for students to accept or reject as they saw fit. Second, within the limits of our individual knowledge and abilities, we have tried to offer what might be epitomized as a critical social science. Critical, it must be added,

is not necessarily equivalent to disapproving, but it does imply a willingness to judge. Most of us believe that social problems do not exist simply as topics for academic study. We are talking about how human beings live in societies, and we accept the necessity for a critical perspective — a moral perspective, if you will — on such a subject."

Patterson Hall, Room 218, is the hub of activity for the School of Social Science. Veteran Administrative Assistant Bette White and the other office staff can answer your questions about their School's policies and procedures. Before you go to them, however, see if the SS Advising Center can help you. It will be located in Room G13 near the end of the Patterson Hall ground floor, and will be coordinated by Professor Phil McKean.

(d) Finally, under the banner of the School of Language and Communications, there are two interdependent branches. The first is devoted to the study of thought and language, and the second is devoted to the study of communication.* Of their School, David Kerr, Coordinator; and Bill Marsh, Coordinator of L&C's Advising Center, write:

> "The School of Language and Communication is unique to Hampshire College; no other undergraduate institution collects together into a working group persons from the disciplines of linguistics, mathematical logic, computer science, cognitive psychology, analytic philosophy, interaction theory, and mass communications. Most of these areas achieved their current form and importance — in some cases even their existence — in the last half century, well after the American undergraduate college departmental structure has ossified and been grouped under the general headings of sciences, social studies, and humanities. Ironically, the material covered in this School is at the same time the most closely related to the curriculum of the original (pre-Renaissance and pre-Scientific Revolution) universities. We treat the trivium: logic, rhetoric, and grammar, trying of course to update the presentations and materials from seven hundred years ago. Communication studies can be directed to Caesar's Acta Diurna as well as The New York Times, and the study of human interaction is as old as primitive cultures and as new as unisex bathroom behavior."

Further unravelling of the mysteries of L&C may be accomplished by contacting any of its faculty persons — but most logically by visiting its Advising Center. Ruth Hammen, L&C's Administrative Assistant, in Patterson G1, has also an invaluable fund of knowledge (about L&C and almost anything else at Hampshire!).

Programs and Special Areas of Inquiry

To be at Hampshire is to study education automatically. The EDUCATION STUDIES PROGRAM is for people who want to consolidate their informal and formal learning (conservation of energy, you know) by concentrating in some aspect of education. Sponsored jointly by the Schools, Houses and the Dean of the College, "Ed Studies" is fostered and nourished at the Residential Learning Center in Donut 5 of Greenwich House, under the supervision of faculty resident John Kortecamp. They sponsor various films, discussions and workshops in such areas as International Education, Communication Skills, and Alterna-

*The School of L&C does not offer courses in the study of foreign languages per se — that pursuit has in the past been administrated by a separate Foreign Studies Program at Hampshire. In 1974-75, Professor Seymour Pollack will be teaching Bi-lingual Studies (Spanish), the Director of Foreign Studies; Professor James Watkins (French), is on leave.

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tive Education, and boast such courses as "Focus on Learning," "Open Education and Piaget," "The Culture of Schools," "On Deschooling Schools," "The New Math," and a host of others. When you're ready for it, supervised practice teaching to certify you for teaching in the Commonwealth of Massachusetts may be arranged for you by John Kortecamp in collaboration with the University. If you come to believe that the Ed Studies Residential Center will be your housing choice because you want to concentrate in some aspect of the field of education and live with others who are also into the same thing, check out the scene at Greenwich. For information on its academic activities, see the Education Studies Advising Center (discussed on p. 7).

THIRD WORLD studies at Hampshire are currently a loose federation of individually planned courses dealing with the culture and history of Black and other Third World and minority people, all of which are open to all students. Of particular interest in this area are such courses as Professor Eugene Terry's "Literature and the Black Aesthetic," Professor Robert Marquez's "Cultural History of the Carribbean," Professor Fred Weaver's "Revolution and Change in Mexico," Professor Carol Bengelsdorf's "Colonialism and Neo-Colonialism in Africa" and "Development of a Revolutionary Society: Cuba," and Professor Mary Warner's "Folklore Studies," dealing with Southern musical and literary traditions, both Black and White. There are a lot of others offered at the Five Colleges. If you're really into it, you'll be glad to hear that Hampshire students will probably soon be able to concentrate in Black Studies through a Five College Black Studies Major expected to be approved by Hampshire this Fall. Check with Professor Terry for further information.

HUMAN DEVELOPMENT PROGRAM. Too often the phrase "Human Development" is considered by some academic people as too amorphous and associated only with "touchy-feely" kinds of sensitivity exploration. It is, of course, much more than that. All learning activities are, in one sense, humanly developmental — and, for that matter, in another sense, the entire College is a human development program. If you feel you'd like to concentrate on self-awareness and take maximum advantage of personal growth learning opportunities, Hampshire's Human Development Program may be just what you need and want. Its staff includes Professor John Boettiger, Dakin House Masters Linda and Graham Gordon, and Professor Richard Spohn. Dick continues to coordinate the Human Developmental Residential Center in Dorm 1 of Greenwich House, and describes it as "a project which emphasizes the study of the everyday experience of living with others in a whole person to whole person community." You are free to design an academic program leading to a Humanities and Arts Division I examination in Human Development, and to continue to pursue the human development focus through a divisional sequence to graduation.

The LAW PROGRAM is a multi-disciplinary program emphasizing the study of law as a social phenomenon. Under the watchful eye of Chairperson Lester Mazor, the program's curriculum crosses School and divisional boundaries, providing forms through which other work of the College can relate to legal phenomena. The goal of the Program is not to prepare you to practice law or enter law school or paralegal careers, but "to impart an understanding of principal features of legal processes and institutions, of legal thought, and above all, of enduring questions of a fundamental nature which have found an embodiment in the law." Questions about the Law Program which cannot be answered by reading the Course Guide may be addressed to any member of the Steering Committee (which also includes Bruce Carroll, Oliver Fowlkes, Edward Greer, Barbara Linden, and Barbara Yngvesson), or by checking in at Patterson 218 where Gale Brown, Secretary to the Program, is available to help you.

FEMINIST STUDIES. Some women students working at Hampshire during the summer wrote the following about Feminist Studies: "In talking about Feminist Studies, we are speaking not only of content but of a whole analytical perspective and methodological approach to the material we are studying. The perspective we bring is the consciousness of a group that has been blocked out of history, science, and the arts, as they are usually taught. We bring with us the insights and self-knowledge we are gaining from our efforts to understand and change the expectations of who we are and who we should be, encountered in every aspect of our lives.

"There have been a number of feminist activities at Hampshire, part of which have been the beginnings of a feminist studies program. At the moment there is no officially coordinated "Feminist Studies Program" (as there is a Law Program), although there have been numerous proposals drawn up and tabled.* As a sample of Feminist Studies activities, courses that deal specifically with women are: "Carribean Women," Gloria Joseph and Johnetta Cole (UMass); "Women and Economics," Workshop in Feminist Political Economy," Laurie Nisenoff; "Feminist Studies Seminar," Alex Brown and Betsy Murray; and courses with sections on women: "The Outsiders," Penina Glazer; "Women and Children First," Lester Mazor; the Human Sexuality Program; and Human Biology. The Outdoors Program sponsors a Women and Physical Competence program (with Joy Hardin), and there are also various house courses, Whole Woman Center courses, guest lecturers, films, and discussions. Some of the staff women involved in feminist activities include Diane Damelio, Mimi Katz, Anne Peyton, Daphne Reed, Debby Cole, and others. Women looking for more information should contact the Whole Woman Center, the women's module in Greenwich and individuals associated with particular activities."

MASS COMMUNICATIONS. A residential learning center sponsored by Greenwich House is devoted to studies in Mass Communications. It attempts to combine an issue-oriented Division II reading seminar with the advantages of a living/learning atmosphere. The seminar will be concerned with a broad range of issues in the area of mass communications, such as media and politics, advertising, mass culture, the press and the law, McLuhan and Co., muckraking, media violence, stereotyping, news quality, media research, and the like. Readings for the course will be at the "book-a-week" level. Concurrent with the course will be informal activities such as films, collective news viewing and critiquing, planning and production of cable TV shows, work with Open INTRAN, Climax participation, and hosting weekend visitors from the realms of mass media. These informal activities will be student-organized with the help of Professor David Kerr, faculty coordinator-in-residence. The Mass Communications Residential Learning Center hopes to bring together students from dissimilar backgrounds who have an interest in mass media and its social, political, and psychological impact. While preference will be given to students participating in the Residential Learning Center, the Division II reading seminar will be open on a space available basis to other students.

*For copies of and/or more information about a Feminist Studies proposal, contact Professor Penina Glazer.

SCIENCE IN THE PUBLIC INTEREST PROGRAM, the ENVIRONMENTAL QUALITY PROGRAM, BROOKHAVEN NATIONAL LABORATORIES PROGRAM and EARLY IDENTIFICATION PROGRAM may offer many other, different opportunities for learning activities that will turn you on in those directions. For details, see their descriptions in the Faculty Handbook and/or look up the following people:

Professor Brian O'Leary for SCIENCE IN THE PUBLIC INTEREST activities;
Professor Lou Wilcox for the ENVIRONMENTAL QUALITY PROGRAM'S activities;
Judy Wilson in the School of Natural Science for the BROOKHAVEN PROGRAM activities; Andrea Wright for EARLY IDENTIFICATION PROGRAM activities.
(If you're into working with young urban kids, this program is made to order!)

The OUTDOORS PROGRAM is so extensive that it needs a section all to itself — to be found on pp. 39-41.

Five College Courses and Interchange Regulations

Since Hampshire is a member of the Five College consortium (with Smith, Mount Holyoke, Amherst and the University of Massachusetts), a legal entity, you've all their academic and extracurricular assets to draw upon. Of course, be sure to check out our own offerings first (if only to avoid an unnecessary waste of travel time) -- but if it's something you and your Adviser think will be good for you, and you can't get it here, then this is an option. Here are the rules and regulations covering your privilege to take off-campus courses (worked out by mutual agreement among the Five Colleges):

(1) It's recommended (but not absolutely mandatory) that you wait until your second year at Hampshire before you go off campus for a course.

(2) No more than two off-campus courses per semester are usually approved; if you and your Adviser agree that you need any more than that, s/he must send a note to the Deans Office explaining your special circumstances.

(3) They won't cost you anything extra unless there are special lab fees, music lesson and practice fees, or needs for special materials.

(4) You must obtain a Five College Interchange Application from Central Records, and get it signed by your Adviser and the Dean of the College, or whoever in that office is delegated that responsibility--see Dean Hoffman, or ask Peggy Brooks about it.

(5) If it's a course that says in that school's catalog "Permission of the Instructor Required" you must get that permission. It's usually best to consult with the instructor anyway, especially in cases of limited enrollment. (Phone, or make an appointment.) That'll get you off to a good start, since Hampshire students are still considered somewhat of an oddity by many Five College faculty.

(6) Central Records will put in your mailbox a "Course Admission Authorization" (blue slip) to take with you to the first class. This slip shows that you have officially registered for the course.

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(7) It's up to you to make up any class work missed because you weren't there at the beginning of their academic year, or whatever--or because of any other subsequent calendar conflicts.

(8) All interchange students in another college's course are subject to the grading system, calendar, deadlines, and academic honor system of the host institution. A new Five College grading system has been instituted for those courses within Five College Departments taught by the Five College-appointed faculty, and is being proposed for all interchange students. If approved by the Five Colleges, by the end of the Fall semester off-campus courses may be graded accordingly (A+, A, A-, B+, B, B-, etc.).

(9) It's up to you to familiarize yourself with the pertinent regulations of wherever you're taking the course and abide by them. The standard regulations governing the interchange of students are printed on the back of the Five College Academic Schedule, available from Central Records. You must follow them carefully because there are consequences if you do not. In other words, you must do the required work, readings, reports, take the exams, all that students from that institution are required to do. If not, you run the risk of an "F" and will not be permitted to enroll in any Five College courses the following semester. And as any student who has gotten an "F" can tell you, that is no fun!

(10) If you decide that course is not for you after all, and you want to withdraw without penalty, check these deadlines:

Withdrawal deadline for U. Mass. courses: October 3, February 26
Withdrawal deadline for Mt. Holyoke courses: November 20, April 25
Withdrawal deadline for Smith courses: November 29, April 24
Withdrawal deadline for Amherst courses: September 20, February 14

Be sure to withdraw officially, by notifying Central Records, in writing, before the deadlines. Otherwise you run the risk of getting an "F" on your record.

(11) All the Advising Centers, Central Records, and the School offices have the Smith, Amherst, Mount Holyoke, and U. Mass. catalogs and class schedules, so feel free to browse through them.

(12) Five College buses are provided for free transportation.

If you are on a meal plan at Hampshire and taking an off-campus course which prevents you from getting back to Hampshire regularly for a meal, you may arrange with the food service at the other institution to eat there. Check with the Five College information guide for the procedures at each institution.

The Five College Student Coordinating Board sponsors the Five College Bus System, a free service which operates buses half-hourly on week days, and less frequently at night and on weekends, to all the Five Colleges. Schedules are available from Central Records and the Library Reference Desk. The rainbow-colored shed in front of Crown Center is the Hampshire bus stop.

Independent and Field Studies

Independent study is a learning activity that serves a purpose custom-tailored to your individual needs and goals. But independent study is not a course with one person in it! Most of the work in planning, researching and performing the independent study is up to you, not the project's supervisor! In general, if you do independent study in Division I or Division II you should expect to see your supervisor about one-eighth the amount of time that you would see her or him in connection with a class (usually about an hour every two weeks or so). The point is that students doing independent study should be making the load on the faculty lighter, not heavier. Independent!

Here are some criteria that you might find useful in determining whether or not you should elect to undertake an independent study project.

- Do you have a clearly defined, specific project in mind?
- Are you certain that the material you plan to study is not already covered by a course at Hampshire or elsewhere in the Valley? Or that you can't do it as part of one of your Hampshire courses?
- Have you had some prior experience with the subject matter so that you will not need extensive guidance at the beginning of the project?
- Are you certain that you are sufficiently motivated to complete the project without extensive faculty help? (This one's pretty important.)
- Is there a faculty member present who knows enough about the subject matter to act as a supervisor, and is willing to do so?
- Have you fully discussed the proposed project with this faculty member?
- Have you fully discussed the proposed project with your adviser?

If the answers to all these questions are yes, then you are probably ready for independent study work. If you want to take a leave to devote to independent study, the procedures and requirements are given in detail on p. 42.

When you need to spend a semester doing academically-connected work away from Hampshire, you may take a Field Study Leave. It will cost you $600, but that will entitle you to faculty supervision. A small amount of financial support may be available for financial aid students with very special needs in Division II or III . . . talk with Deans Hoffman or Turlington about this. The administration of options and opportunities for field study will be under new direction this Fall — watch for late developments, to be announced. Meanwhile, to arrange a Field Study Leave, follow the general procedures described on p. 42 .

House Courses

House courses are learning activities centered in the Houses rather than the Schools. They may take a formal course format with a student, staff, faculty, or local community person as teacher, or be short-term workshops, film or music series, or an informal study group. The House staffs coordinate the courses, help with space arrangements, and sometimes supply funding from the extremely limited House program budgets. You may record House activities on the "learning activities" part of your transcript, include them in independent study work, use them as preparation for exams, substitute them for the weekly Lonely Hearts' Club meeting, or involve yourself in them for relaxation and maintenance of your sanity.

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Each House has different courses, and you are not restricted to your own House. Here are some of the past offerings: "Czechoslovakia 1968" study group; "Listening to Jazz"; "Wooden Toy Project"; Pornography: Legal and Aesthetic Perspectives; T. S. Eliot study

group, Creative and Artistic Dancing; Korean Karate; Weaving; Political Documentary Film Series; Bike Repair; German conversation; "The Life and Times of Virginia Woolf"; Kundalini and Hatha Yoga; Folk Music Evenings; Hitchhiking; Human Sexuality; "Helping your Plants Thrive"; "Theatre of Communities"; New England Textiles Field Trip Series; and many more. Look for notices in your House office, or go in and volunteer to share/teach something you are interested in.

January Term

It has been said you can do anything you want during your academic years at Hampshire. While that is not strictly the case, it is most nearly true during January. January Term is a time when the formalities of the Fall and Spring terms are suspended and the members of the College community are encouraged to pursue special and "off-beat" interests for a full month. Faculty teach not only their specialties but also subjects they don't normally get a chance to teach. Members of the staff and persons from the Amherst and Five College communities are encouraged to offer courses and activities from their own interests. Students share their knowledge and experiences with one another and with the College as a whole.

In the past, January at Hampshire has been a time of living and exploring a single idea: one course, one theme, one project, one group of people working together intensively. Students have spent January skiing in France, gazing into a microscope, tracking the new wolf, playing the recorder, throwing pottery, rehearsing and performing a theatrical production, preparing for exams, playing, discussing, interacting, sleeping . . . and on and on. In this year's January Term, students will follow the traditional pattern of studying one topic intensively for one month. In addition, in recognition of the uniqueness of January at Hampshire as a time of experimentation, it is hoped that January Term itself will be able to experiment by offering alternatives in education and specialization. More faculty, student, and outside community involvement is being encouraged for January Term. Suggestions and proposals, no matter how outrageous, will be welcomed by the January Term office. Registration for the January Term takes place during the first two weeks in December. At that time students may also register for January Term courses offered by the other Valley institutions. Proposals for special projects on or off-campus must be submitted to the January Term Committee in advance (before Thanksgiving). Exchanges (a Hampshire student changes places with a student from another college with a January Term program) can also be arranged. Procedures and deadlines will be announced soon.

This year the January Term/Fall Colloquy Coordinator is Richard Rose, assisted by Diane Damelio. The January Term office, temporarily in Prescott, will move to Dakin after Crown Center opens.

Fall Colloquy

Fall Colloquy marks the beginning of the academic year at Hampshire. Fall is Autumn; look out your window and see it happening. Colloquy is a speaking together; a conversation. At Hampshire that happens all the time. Fall Colloquy at Hampshire is a time of many conversations on many topics that concern us as individuals and members of the human experience. This year we are speaking together about DIRT: dirt under your fingernails, under your feet, on the tip of your tongue, in the White (sic) House, holding the earth together. Where would we be without it? So, if you know any good dirt stories or want to hear some, come together during Fall Colloquy.

The Educational Policy Committee calls for ideas for a theme for the following year's Fall Colloquy during the Fall. Send your ideas to the Committee via Daphne Reed, or the Coordinator (Richard Rose). If you want to share in the planning in any way, see Richard or Diane.

Extra-curricular Performing Arts Activites

Hampshire College Chorus: Valerie Pilcher, conductor. A mixed chorus of approximately 60 voices with regular rehearsals every Monday and Thursday evening 7-9 pm. Concerts are presented regularly throughout the year both on and off campus. Classical, contemporary, and original works are performed accompanied by chamber ensembles and orchestra. All students, faculty, and staff are welcomed to the auditions, held at the beginning of each semester.

Instrumental and Chamber Ensembles: Under the direction of Miriam Barndt-Webb. Will meet regularly for performance of music embracing all periods. Performers of all levels are welcome and accommodations will be made for flexible vocal and instrumental combinations. Instruments are available for the performance of Early music. A chamber orchestra will work in conjunction with the Hampshire College Chorus on four to six concerts each year.

Theatre: Theatre events not produced by students in Humanities and Arts theatre courses may be produced by any member of the community, or brought in from the outside, but must be booked through the Hampshire College Theatre Board. The Theatre Board and Community Council may also be a source of funds. Consult any member of the Board, Professor Liam O'Brien, or visit the Performing Arts Center in EDH to make your inquiries.

EVALUATION OF ACHIEVEMENT

There is a tendency to feel heady when first you go from the traditional A's, B's, and C's of conventional academia into a non-grading system. It is interesting, it is different, and it does feel almost wicked and sinful to be freed of that apprehension that grabs you as you wait for the guillotine of your latest grades to fall. The new system in turn can be perplexing, hard to latch onto, and frustrating when people don't do what they're supposed to do to make the system work. Hampshire's new evaluation policy was just passed last Spring, and we're still evaluating its "maiden voyage." Here's the text of the policy, followed by some helpful guidelines:

THE EVALUATION SYSTEM AT HAMPSHIRE COLLEGE

1. Divisional examinations are the sole formal measure of progress toward the Hampshire degree, and are the primary means of formally evaluating the student.
2. In all other learning activities (including courses, independent studies, field studies, and any other learning situations) the instructor shall make provision for the evaluation of the student's work.
   a. The criteria and opportunities for evaluation shall be established at the beginning of the activity in consultation with the student(s).
   b. These provisions shall include some form of regular exchange between the instructor and student during the activity concerning the student's progress, and some form of final evaluation at the end of the activity.
   c. These provisions shall include a procedure for making a written record of the instructor's final evaluation of the student's work if the student requests it.
   d. The individual student may choose to be evaluated or not under the provisions that have been established.
   e. The student may choose to submit or not to submit the instructor's evaluation of her/his work in a learning activity to her/his academic file.
3. Near the end of each long term or at other agreed intervals, each student shall meet with her/his adviser (or Division II/Division III chairperson) to make a record of learning activities to be discussed by student and adviser (chairperson) and submitted to the student's file.
4. During each long term and at the end of each long term several days of the academic calendar will be set aside for evaluations and examinations. Faculty and students are expected to utilize these days for evaluations and examinations only.
5. The Dean of the College will work with the School Deans and the Faculty to insure that all agreed-upon evaluations are accomplished, and to assist in increasing the worth of the evaluations.

(Approved by Academic Council, February 26, 1974)

Simply put, this means you will not have any written evaluation of any of the work you do, except for evaluations of divisional examinations, unless you personally ask your instructors for those evaluations. The instructors and students agree on the criteria for evaluation at the beginning of the class. You must request a written evaluation before the last day of classes for Hampshire courses (December 13, 1974 in the Fall, May 20, 1975 in the Spring), or before the last day of any other learning activity. (A tip: make a note of the date you requested the written evaluation. You'll want to record that date later on your learning activities list . . . and it's important information for Central Records, because they can thus monitor the returns of the promised evaluations.) In all cases, you

are entitled to some kind of general feedback on each learning activity (see point 2. b.). The academic calendar provides time for this at the end of each term (December 16-20 in the Fall, May 14-20 in the Spring).

Your instructor's deadline for sending a requested written evaluation to Central Records is one month after the end of the learning activity. Since the system puts you in charge of building your record of progress at Hampshire, you, in turn, may decide whether you wish to keep a particular evaluation in it or not. You may also select which evaluations, if any are to be included with your transcript.

Toward the end of the semester, set up an appointment with your Adviser to draw up that semester's Record of Learning Activities — and be sure to include in them everything you did that you feel is worth recording because you invested some respectable time in it and believe it contributed to your education. It doesn't necessarily have to be something you formally registered for either — that is why we use the language "learning activities" rather than "courses." Did a House course turn you on? Did you do some tutoring in Holyoke? Did you have a job that taught you some useful stuff that's good to know? Did you hole up in your room and paint madly into the midnight hours? Put it all down — that's all legitimate. (There's a suggested form for this purpose in the Appendix.) Keep a copy yourself, make one for your Adviser, and send one to Central Records* before you leave campus at the end of the term. (VOILA! Fini . . . until the next go-round . . .)

ACADEMIC GOOD STANDING

At Hampshire you are presumed to be in "academic good standing" if you are making progress toward your Divisional examinations. Whether or not you are making progress is determined by your Adviser through conversations with you — this reason alone is sufficient for suggesting that you touch bases frequently with your Adviser, keep her or him informed as to how and what you're doing, and seek help if and when you're slogged down. According to official policy, Advisers are supposed to inform the Dean of the College if they have any advisees who look like they're having serious trouble. (Advisers are the only people who can, officially, call students' academic good standing into question.)

Dean Hoffman will also be monitoring the scene to offer assistance in problem cases before students get too far behind to recover. So, you can expect to be contacted by the Dean's office if you have (a) been here for three semesters and not passed any Division I exams, or (b) have been here six semesters and not yet filed your Division II Concentration Statement. Ken will ask to meet with you and your Adviser if you and s/he agree you're having academic difficulty, to see what can be done to help you.

*A few more helpful timely tips may be found in the next section initiating you into the rituals associated with the Central Records office.

APPENDIX I

FACULTY HANDBOOK SECTION

THE EDUCATIONAL PROGRAM

FACULTY ADVISING

Basic responsibilities

Given the freedom and flexibility which are basic to Hampshire's educational philosophy, the quality of the advice available to a student can have a major influence on the satisfaction a student feels about her or his stay at Hampshire. It is of vital importance to develop between the adviser and advisee a relationship which genuinely supports the student's intellectual and human growth. These are the major functions of the adviser:

(1) The adviser helps the student identify and develop her or his educational interests in addition to helping the student work out an academic program and register at the beginning of each semester. In most cases it will be useful to meet with the student several times during the semester to see how the program is going. Some advisers schedule regular meetings with their advisees; others prefer to wait until the advisee seeks them out. In either case, if you have an advisee about whom you have heard nothing for several months, particularly if it is a student you don't know well, it would be a good idea for you to take the initiative and ask the student to drop by your office. Sometimes a student needs and would appreciate help, but for one reason or another is reluctant to seek it.

(2) The adviser helps the student maintain her or his file in Central Records. Students often fail to realize until late in the game the importance of having adequate documentation and evaluation of the student's activities. At least once a year, the adviser should go over the contents of the student's file with the student to make sure everything is included which should be, so that this material is well under control long before the student decides to go to graduate school, transfer, get a job, or whatever. In particular, at the end of each long semester, every student is expected to compile, in conjunction with her or his adviser (or Division II or III chairperson in the case of upper division students) a summary of the learning activities engaged in during the semester. [A form for this purpose is provided by Central Records office; see sample in Student Handbook.]

(3) The adviser helps the student comprehend and master the Hampshire system. This includes encouraging (and prodding) students to take their Division I exams, making them aware of the different sources of information and educational resources available, making sure they are aware of the deadlines which have to be met and the various pieces of paper which have to be turned in.

(4) The adviser is the only person who can officially call a student's academic good standing into question (see section on Academic Standing on p. 19 of this Handbook). In the middle of the Fall semester and the middle of the Spring semester, the adviser should bring the names of any advisees judged to be making insufficient progress towards examinations to the attention of the Dean of the College (in 1974-75, to Assistant Dean Kenneth Hoffman).

Assistance in advising

Many faculty have twenty or more advisees this year. You are not expected to be all things to all advisees -- there are a number of auxiliary advising resources which you should learn about and use freely, in order to leave your advising time open for those kinds of contact you find most effective. Some of the resources available are:

(1) School Advising Centers. Each of the four Schools has an advising center staffed by students and faculty, located in the following places:

Advising Centers		Coordinated by
H&A	Dickinson (hall bay)	Clay Hubbs
L&C	Patterson G1	William Marsh
NS	Cole 127	Kurtiss Gordon
SS	Patterson G13	Philip McKean

These Centers are open on a drop-in basis, and you should help your advisees get into the habit of using them for information on faculty and staff, courses here and in the Valley, ideas for Division I exams, suggestions of possible evaluators, samples of past Division I and II exams and a list of all titles of previous exams in that School. In addition, these Centers are good places for your advisees to go to get a general feel for the character and philosophy of the different Schools through informal discussions with those staffing the Centers. Finally, if you have any questions relating to one of the Schools and its policies, try phoning the appropriate Advising Center for information.

(2) Third World Advising Center. Located in the foyer of Prescott D, the Third World Advising Center has been organized to give support, advice, and information to Third World students on all aspects of life at Hampshire. Among other things, it has information on the areas of interest of Third World faculty in the Valley; community-based service activities in the area (Holyoke and Springfield); proposals, ideas, and suggestions for divisional examinations; and a list of faculty in the Valley who are dealing with issues relevant to the Hampshire Third World community.

(3) Whole Woman Center. This Center will be located temporarily in Dakin D102, moving into the Outdoors Program offices in Emily Dickinson Hall, Room 5, when the Crown Center is completed. The Center provides personal and academic advising, a resource library, and sponsors a variety of social events, workshops, Women's Week, Abortion and Birth Control Counseling, Feminist Peer Counseling, support groups, lesbian support group, "Women Gather with Women," and a Women's Anger Workshop. Women in the community are urged to drop in for informal discussions and to find out more about planned activities.

(4) Merrill Division I Center. Located in Merrill BB7, this Center is set up for all Division I students, not just those living in Merrill. It will be open on a regular basis to help students comprehend the ideas behind the Division I concept, to provide an exegisis for "mode of inquiry," and to help students get themselves to take exams. This Center will also sponsor a regular series of informal afternoon get-togethers with Division I students and faculty to discuss their interests and what Division I is all about.

(5) Transfer Students. A number of the transfer students on campus have organized to offer assistance to new transfer students in making the transition to the Hampshire way. Call Sybil Schlesinger for further information.

(6) Dean's Office. If you have questions about advising, leaves, examination policies, deadlines of one sort or another connected with academic procedures, and you can't find the answer in this Handbook, phone the Dean's office. If you have an advisee who doesn't seem to be making much progress through exams, get in touch with Ken Hoffman. Several ways have evolved for working with the adviser to provide support and encouragement for students in this position. If you have advisees who are thinking of withdrawing, urge them to discuss it with Dean Hoffman. In general, this is the place to turn to with questions or problems that don't fit elsewhere.

(7) House Staffs. If you have an advisee who seems unhappy or lonely, urge the student to get in touch with the Master of the House in which the student lives, or contact the House Master yourself. The Master and House staff may know the student and have special knowledge which will enable them to help the student effectively.

(8) Health Services. If you have a student you believe is seriously depressed or disturbed, contact either Steve Klein or Connie Gillen through the Health Services in Montague Hall. If you encounter an emergency situation outside of regular Health Service hours, phone the University Health Service (549-2671), where 24-hour service is available.

(9) Admissions Office. The Admissions Office has a folder on each entering student containing all the information they have received. This file is open to the student's adviser. Some advisers find it helpful to read through the various letters and transcripts in the file, to locate areas of potential promise or difficulty. Other advisers prefer to approach their advisees without foreknowledge of their background and deliberately refrain from reading this material. The choice is yours.

(10) Reading and Writing Tutorial Service. The College provides professional tutorial assistance in reading and writing for students wishing to take advantage of this kind of help. Under the supervision of consultant Deborah Bacal, the tutorial office will be located on the second floor of the Library (room 212). Ms. Bacal may be reached through the main Library Center phone. (Office hours to be established.)

(11) Division II and III students. Some advisers have been able to use older students very effectively to improve their advising and lighten their advising load somewhat. If there is a Division II or III student whom you trust and with whom you work well, you might use her or him as an "elder sibling" to your new advisees, or you might use her or him to seek out informally an advisee who seems to be unhappy but is not willing to confide in you.

(12) Faculty Handbook. This book contains the answers to the 100 most frequently asked questions, and you should go over it carefully enough to be aware of the kinds of information it contains. Questions about the materials in the Faculty Handbook should be addressed to Daphne Reed (4658).

Changing advisers/advisees

A student wishing to change advisers should:

(1) Get another faculty (or staff) member to agree to take her/him on.

(2) Notify the original adviser so that s/he can send all records to the new adviser.

(3) Notify the Dean's Office of the change.

An adviser who feels that the relationship with one of her or his advisees is not productive should get in touch with Dean Hoffman. In such cases it is preferable by far to try to find another person with whom the student can work then to leave the student with essentially no advising.

PLANNING AN ACADEMIC PROGRAM

In approving an academic program, the Adviser should be aware that the College views progress towards examinations as the major index of a Hampshire student's educational advancement through its three Divisions, with which Hampshire has replaced the more traditional "Freshman-Sophomore-Junior-Senior" sequence. The Adviser's judgment of a student's progress should take into some account the understanding that a Division I student's academic program normally consists of three Hampshire College courses or their equivalent in other learning activities in each long term. [A course equivalent may be a Five College course, an independent study project, or other program of study approved by the Adviser.][1]

Division I: Basic Studies

Usually, first-year Division I students take courses in three different Schools each term. This helps them to become acquainted early with Hampshire's faculty, curriculum, expectations and opportunities in all of the College's Schools. If a student wanted to work rapidly toward the completion of Division I, s/he could complete all four Division I examinations by the end of the first year. Such a program might look something like this:

Fall	January (optional)	Spring
H&A course	NS course	H&A course
SS course	L&C examination	NS course
L&C course		SS course
		H&A, NS, and SS examinations

The student might then be ready in the Fall of the second year to file her or his Division II Concentration Statement, do all work on a Division II level, pass the Division II examination at the end of the second year, complete Division III the next year, and graduate in three years!

A more typical program, on the other hand, might look more like this:

Fall	January	Spring
H&A course	L&C project	H&A course
NS course		SS course
L&C course		H&A examination
		L&C examination

Second Year

Fall	January	Spring
NS course	Jan. Term course	File Div. II Concentration Statement
Div. II H&A course	Work on Div. II Concentration Statement in H&A	Div. II course, independent study, and/or off-campus study in the concentration
SS course		SS examination.
NS examination		

The above presupposes all four semesters are spent on campus.

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[1]Approved by Academic Council, April 5, 1971.

When January is devoted to less academically-oriented activities the student might do at least two, perhaps three, examinations at the end of the first year. By the end of the fourth semester on campus (exclusive of leaves) most students planning to limit their Hampshire career to eight on-campus semesters should have completed all four Division I examinations and have their Division II concentration statements filed. [But exceptions are the rule at Hampshire, and maximum flexibility is the norm.]

It is helpful to discuss her or his long-range plans with an advisee so as to make sure the advisee understands those plans' implications for progress toward the divisional examinations, as well as for her or his personal development. In particular, the Adviser should pay close attention to the relationship between courses and their equivalents to the development of divisional examinations, since it is the divisional examinations which measure academic progress.

Encourage advisees to alter their programs of learning activities as their perspectives on their academic programs change. Are they having a particularly difficult time in a course? They may drop it, or do less work while getting what they can out of it, and forego a written evaluation. Did a course or other learning activity become the inspiration for an idea for a Division I examination not heretofore planned? So much the better. Will a Five College course in an aspect of an area not covered by Hampshire's curriculum serve their purposes best? That is usually not encouraged at the Division I level — but again, under special circumstances, you may approve it (explain why in a written note to the Dean's office). DO make it a point to schedule interviews with all your advisees during the evaluation period at the end of each semester (Dec. 16-20 and May 14-20), so that you can assess together their term's experiences. [A form for drawing up the list of their semester's learning activities is available from Central Records; sample in Student Handbook.]

Mode of inquiry:

Division I courses are designed to help the student learn the mode of inquiry for the particular discipline under study. Therefore, contrary to most traditional Freshman studies for beginning students, Division I courses at Hampshire are not broad survey courses designed to promote mastery of certain bodies of fact. A good Division I learning experience at Hampshire should give the student a chance to learn how a certain kind of professional — whether sculptor, microbiologist, anthropologist, or journalist — works. It should enable the student to learn what the conventions are for that kind of work, and what happens when the conventions (which are old work habits and perceptions) are broken. The student, at the end of the course, should understand the kinds of hypotheses that are posed in the discipline, the kinds of evidence accepted, the tools or techniques used to arrive at an answer — and the kinds of questions asked. For example, consider the different modes of inquiry used by people in various fields studying or examining one common phenomenon in the human experience — sexuality:

> Confronted by sexuality as a personal experience or as an event in the lives of others or as a fantasy about self or others or in any of its other thousand forms, the scholar and the artist might be presumed, as working professionals, to have very different interests in it and very different ways of following out their interest. The poet cares little for heart and respiration rates as data. The physiologist cares a great deal. The sociologist might be far more interested in the rising curve of scientific and popular interest in measuring sexual responses for what they might tell him about the way things are in society generally. A student of language might be interested in why certain sex-related words are taboo in a given society or class, what functions they seem

to serve. John Donne undressing his mistress in verse simply must attend to a different range and intensity of experience than Doctors Masters and Johnson filming the encounters of subjects in a laboratory. He must report his evidence differently, and depend upon quite unique effects in his reader. The precision possible in statistical summary is inappropriate in a sonnet; the exactness of the sonnet requires a reliance on the evocative power of language that would be disruptive in a scientific treatise. And the standard deviation of the laboratory may, for the sociologist, indicate an unsuspected norm in a sizeable population outside the laboratory.

Modes of inquiry, then, are the methods of study, definitions of the problem, ways of getting data, ways of evaluating what's found, ways of reporting the results depended upon by each discipline. Familiarity with their modes of inquiry should enable the student to know how professionals in a particular field use the information they have — how they go about their work. In planning their Division I courses, therefore, faculty should design them from the point of view of the "mode of inquiry" approach to their subject.

Division II: The Concentration

Late last Spring Academic Council approved a revised Division II policy, the text of which is reproduced on the following page:

DIVISION II AT HAMPSHIRE COLLEGE

Division II is the core of a student's education at Hampshire. During Division II the student will design and execute a Concentration, a program of studies adapted to individual interests and requirements. However, the Concentration is not necessarily the whole of a student's work in Division II. In addition to the Concentration, the Division II student is urged to pursue academic interests in other areas unrelated to the concentration.

The process of conceiving and planning a Concentration is itself one of the most important academic tasks which a student will encounter at Hampshire. Through this process one can effectively personalize education. In the Concentration the student is building on the modes of inquiry gained in Division I by acquiring skills and knowledge related to a specific area of concentration and working toward readiness to complete an advanced independent study project in Division III.

In the Concentration, a student will seek to achieve a grasp on both particular techniques and the broader concepts which lie behind them. It may range from a plan of studies similar to that of a traditional college major to a highly personalized program. Its scope may be broad or narrow and include a number of different activities. Courses, independent studies and projects, reading programs and field study work, and any other learning activities could all be part of a well-planned Concentration. As interests become better defined, the student will want to become proficient at skills involved in the field of study. At the same time, larger questions of value must not be ignored in a specialized interest area.

There is no set time period for completion of the Concentration. A Concentration normally takes from one to two years. The Concentration Committee and the student should establish a regular means of keeping in touch, perhaps by progress meetings each semester, or a written record of work completed.

It is also important to realize that while a Concentration requires further definition and specialization of a student's work, it also asks that the student pursue anything which will assist in that process. The Concentration should not be limited to courses in a specific field. It is, in a sense a continuing exploration. What ought to finally come of Division II work is an ability to ask good questions and to acquire knowledge, skills, methodologies and techniques necessary for Division III work.

When ready to explore possible Concentration topics, the student will meet with his/her advisor to discuss possible Concentration plans. As the plan takes shape, pertinent faculty and students will be consulted and perhaps asked to serve on the Concentration Committee. The student will work with the committee to further outline the proposed activities. A Concentration Statement, signed by the student and Committee members (including two faculty) is then filed with the Dean of the College. The Statement includes a description of work to be accomplished, and a proposal for the Division II Examination.

A Concentration is a continuing process. Though a Statement must be filed at the outset, it may be amended or even rewritten during the Concentration period. In fact, this may be encouraged by the Concentration Committee or adviser if the bulk of a student's work seems to be taking a direction not implied in the original statement. This is part of a growing understanding of limits, which must come with more defined work.

The Division II examination will cover only that work included in the Concentration. The student's Examination Committee will usually comprise the same membership as the Concentration Committee, but if the concentration has been amended the Examination Committee ought to reflect the change. The Division II Concentration Examination will occur when the student feels ready to begin advanced independent work. The Examination is an essential part of the attempt to give the student a sense of what he or she has accomplished in theConcentration, and to give direction and coherence to the student's continuing work. An examination procedure should be created which will clearly present the different aspects of the Concentration, a unifying theme, a grasp of essential concepts in the Concentration area, and an ability to begin work on a defined Division III project. The Examination, and in a larger sense the Concentration as a whole, must serve as a bridge between initial exploration of the means of access and the student's individual, highly independent Division III work. The Examination will determine the fulfillment of the goals of the Concentration and readiness to proceed.

(Approved by Academic Council, May 21, 1974)

The standard procedures for implementing this policy have not yet been devised, but the following interpretation* should be helpful until you receive further information.

(1) On a student's readiness to file the Concentration Statement: In the past Hampshire has required that a student pass the Division I examination in the School or Schools in which s/he plans to concentrate before that student may file a Division II Concentration Statement. While the new Division II policy approved by Academic Council in May 1974 does not specifically state that provision, we fully anticipate that the rule will be reaffirmed.

(2) On the significance of the Concentration Statement: The Concentration Statement (or "contract") is one of the most important documents in a student's file (one of the few documents which almost invariably will be used in the placement file), and it requires completeness and precision in all aspects. The statement should be well written, neat, and contain a clear and complete statement of the student's educational objectives at the Division II level, and how and by whom the student's performance in the Concentration is to be evaluated. Forms for filing the Statement are available from Central Records; completed Statements are to be filed with the Office of the Dean of the College.

(3) Timetable for filing the Concentration Statement: No specific dates are set forth in the policy. However, the statement "must be filed at the outset" of the Concentration, which "normally takes from one to two years" to complete. Thus, the expectation is that most students will file their Statements sometime during their second year. As an Adviser, you should initiate conversations about Concentration planning with your advisees at this stage of their careers, and can suggest they use the resources of the School Advising Centers to supplement your knowledge of the interests of other faculty members and to look at Concentration Statements on file there. In keeping with the view of the Concentration Statement as a planning document (not merely a summary of things accomplished), it "may be amended or even rewritten during the Concentration period."

(4) The Concentration Committee: The Committee includes, but is not limited to, two Hampshire faculty members. One of these should serve as chairperson of the Committee. Usually, a student's Adviser will serve as one of the Committee members, and the student may wish to change Advisers in order to effect this. [See the section on advising.] In addition to the two Hampshire faculty members on the Concentration Committee, it may be appropriate to include an advanced student, a faculty member of another institution, or additional Hampshire faculty. However, membership on the Concentration Committee should be restricted to those people with whom the student will be working for a major portion of the Concentration — it is much easier to convene a small committee than a large one. People who have more limited contact with the Concentration can be asked to serve only on the Examination Committee, or to submit written evaluations to the Committee.

(5) On the involvement of the Schools: While the policy does not stipulate that the Schools, as such, are involved in the administration or evaluation of the Concentration, students should file a copy of the Concentration Statement with the Schools(s) with whose faculty s/he will be working in order that the Schools may more effectively plan their curricula. [The Adviser and members of the Concentration Committee should also receive copies.]

(6) Evaluation of the Division II student's achievement: The proposal for the Division II Examination is part of the Concentration Statement. The chairperson of the

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* Written by Professors Kurtis Gordon and Robert von der Lippe.

Concentration Committee is responsible for collecting the evaluative material accumulated during the Concentration and Division II examination, and for writing a final report on the fulfillment of the Concentration. The student's Adviser is responsible for helping the student incorporate this report into her/his placement file. [This is one argument for having the Adviser be a member, if not the chairperson, of the Committee.]

Be sure your School Dean is informed about the number of Division II Committees on which you are serving, and whether you are serving as the Chairperson.

Division III: Advanced Study

Since the proposal for the Division III independent project usually comprises part or all of the Division II examination, the student's Division II work ordinarily leads directly into Division III work. In addition to the Division III independent project, the Division III student also undertakes some kind of integrative work encompassing several disciplines and demonstrates by a practical activity that s/he knows how to put her or his knowledge to use. The official policy and procedures are contained in the following statement, approved by Academic Council last Spring:

DIVISION III AT HAMPSHIRE COLLEGE

A student's readiness to be awarded the Hampshire College degree is indicated by the satisfactory completion of advanced studies in Division III, the period of study during which each student most fully develops abilities to understand and apply the conceptual and expressive skills appropriate to her or his field of interest.

A. Responsibilities

1. The Advanced Independent Study Project

Each student will design, implement, and complete an advanced independent study project which should deal with a sophisticated and complex set of questions, concepts, skills, and abilities. The faculty working with the student on this project will strive to develop the student's ability to work on her or his own rather than encourage increasingly close faculty supervision. The completion of the project should clearly demonstrate the student's ability to perform advanced work.

It is expected that the independent project will normally take at least one-half of a student's time for a full academic year. The project should lead to a substantial paper or performance which can be evaluated (for example, an essay, portfolio, exhibit, recital).

2. Integrative Work

Division III students should exemplify an ability to do integrative work in two ways: (1) by acquiring a skill in studying a problem from the perspective of more than one discipline, and (2) by sharing their advanced knowledge and different perspectives with others.

This aspect of Division III work is to ensure that the advanced student, who is intensely absorbed in an independent project which may be limited to a small part of one discipline, learns how the concepts, knowledge, skill and sensitivities of other fields and disciplines apply to common intellectual or social concerns, as well as to the student's own work.

Students are encouraged to fulfill these two goals of the integrative work requirements by participating in a Division III Integrative Seminar. These seminars are designed to address a broad topic or problem area requiring the application of various disciplines and involving diverse values and judgments as well as data and methods. They deal with the important and complex social and intellectual issues which demand the application of the best knowledge, thinking, and research of students and faculty in all the Schools and programs of the College.

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If the student's independent project involves the application of an advanced perspective and methodology from more than one discipline, the project itself may fulfill the integrative work requirement, especially if Division II work has given the student an appropriate background in more than one field. This might apply particularly in situations where the independent project was itself a group endeavor, involving students from different backgrounds.

Although most Division III seminars will be led or coordinated by faculty members, Division III students may plan and lead their own integrative seminars with a minimum of faculty assistance.

3. Activity in the College or Community

Finally, Hampshire College views its Division III students as practitioners as well as learners. Therefore, as is suggested by non satis scire, each Division III student is expected to become involved in sharing her or his increasingly sophisticated abilities with the community. This should not be taken to mean that the practice itself must take place within the College; students are encouraged to apply their skills to the world that exists outside of the College. Possible activities might include teaching or assisting in a Hampshire College course, working in the Holyoke Model Cities program or a local public school, advising students in the lower divisions at Hampshire, substantial participation in the governance and major campus organizations, etc. There is also nothing intended in this policy to prevent the activity from being part of either the project or the integrative work if that is where it can be most productively done.

Ordinarily, this community activity should be done during the Division III year, when the student's knowledge and skills will be sufficiently developed to allow mature contribution to the College or to the outside community. If this kind of contribution has been made during the student's earlier years at the College and if it can be evaluated as the equivalent of Division III work, that activity may be counted as the community activity.

B. Procedures for Division III

1. Entrance to Division III

a. To begin work in Division III, each student first forms a Division III Committee, which consists of three persons, two of whom must be Hampshire College faculty members (including the Chairperson), and one of whom may be the student's adviser. A project supervisor must be specified, usually (but not necessarily) the Chairperson.

b. After forming the Committee, the student fills out in entirety the Division III Contract, which is then signed first by the student, next by all listed evaluators, and finally by the Committee members, whose signatures signify their approval of the tasks, the evaluators, and the methods of evaluation. The student's Division III Committee is automatically part of the evaluating team.

c. After obtaining all the necessary signatures on the Contract, the student delivers it to the Office of the Dean of the College, where it is checked and recorded by the member of the Dean's staff who receives it. If the Contract is in order it will then be forwarded to the Division III Standards Committee (see below).

In order to submit a Division III contract for approval, students must have passed Division I examinations in all four Schools and the Division II examination. (Records of passage of all examinations must be on file in Central Records; for the Division II examination the Chairperson may telephone Central Records to have the "pass" recorded, with written evaluation following.)

2. Timing

Since students will normally spend a full academic year fulfilling the requirements of Division III, the Proposal will ordinarily be submitted eight academic months prior to the expected awarding of the degree, or seven academic months prior to expected completion of the Division III work (for example, October 1 for completion of work by May 1, April 1 for

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completion at the end of January). If arrangements have been made for the student to carry on Division III work over the summer months, the contract may be submitted up to May 15 for completion in January, provided that the contract includes an explanation of such summer work. It should be emphasized that the above statements are to be taken as general guidelines only.

Varying timetables for completion of Division III work may be agreed upon by the student and the student's own Committee. Division III contracts may be negotiated or submitted while a student is on Field Study Leave. They may not be negotiated or submitted while a student is on Leave of Absence.

3. The Division III Contract

a. The Project Proposal: Judgment of the quality and scope of the project proposal is properly the basic responsibility of the student's own committee. The following guidelines should be noted:

(1) It is expected that the independent project will normally take at least one-half of a student's time for a full academic year.

(2) Because the student is expected to design and complete an advanced independent study, considerable background must be acquired before Division III work is initiated. The independent project will usually grow out of the Division II concentration or some equivalent background. Division III is not the place to acquire knowledge, skills, methodologies, and techniques necessary for advanced independent study.

(3) Because the project proposal is both a planning document and an important part of the student's record, it should include the following:

(1) A statement of the purpose and substantive nature of the project.

(2) A brief statement of the student's background and experiences relating to the project.

(3) Some discussion of the approach and techniques and methods to be applied.

(4) Some discussion of the kinds of resources (e.g. human, bibliographical) and facilities to be used and of their availability.

(5) A statement concerning the kind of final product which will be evaluated.

(6) A description of the mode of evaluation.

b. Statement of Integrative Work: The statement should include the general goals the student plans to pursue in the integrative work aspect. In some cases, the student may list alternative possibilities s/he has in mind for fulfilling this requirement (for example, when Integrative Seminars for specific academic terms are not yet specified in the catalog). In cases where the integrative work requirement cannot be specified at the time of Contract submission, the student and his/her Committee should amend that Contract when the integrative work proposal is agreed on. Modes of evaluation should also be specified.

c. Statement on Activity in the College or Community: The Activity should be described as fully as possible in the Contract, whether it is to be done during the Division III work or whether it has already been accomplished. The Contract should include a discussion of the types of skills the student contributed to fulfill this requirement. Modes of evaluation should be specified in the Contract.

4. Progress Report

Two months prior to the projected final evaluation date the student shall submit a progress report to her or his Division III committee. At this time the student's Division III committee shall assess in writing whether or not the student is progressing satisfactorily

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toward the completion of the contract. Any necessary revisions of the Division III contract must be submitted at this time. A copy of the student's progress report, together with the Division III committee's assessment and any contract revisions, shall be forwarded to the Division III Standards committee.

5. Final Evaluation

All aspects of the Division III contract must be completed no less than one month before the student expects to graduate. The final evaluative statement by the student's own committee must include an evaluation of each part of the contract. This evaluative statement is sent with the student's committee's recommendation to the Dean of the College, who reviews the committee's recommendation and nominates the student to the Academic Council, which votes to recommend the student for the Hampshire College degree.

Students may finish their Division III work at any time, but evaluation and the granting of the degree will be done only during times the College is in session. A student who does not complete the work by the end of the term proposed in the Contract or whose work is judged not yet satisfactory by his / her committee has three possibilities for completing the work and the evaluation.

a. If all the work can be completed away from the College and without faculty supervision, with evaluation the only remaining task, the student pays only an examination and graduation fee. (Probably $300.) If major revision and/or faculty involvement are required, the student falls into the next category.

b. Study and evaluation fee. If the student needs a limited amount of faculty time for completion and evaluation, the student pays a fee equivalent to a field study leave ($600). The student is not in residence. Individual arrangements are made with the student's committee.

c. The student may be enrolled as a full-time student for an additional term, with full access to the faculty and facilities of the College.

The student and his / her committee must judge how much work remains to be done and how much faculty supervision or other use of College resources is likely to be required. Students and their Division III committees should discuss the alternatives described above and write a petition, signed by both the student and the committee chairperson, to the Division III Committee requesting one of these categories.

6. Division III Leaves

Division III work ordinarily requires that a student be fully enrolled at the College. Division III students who are not enrolled in courses are nonetheless considered full-time students. Independent projects are done under faculty supervision; part of the faculty teaching load is devoted to supervision of these projects. The integrative work, as well as the project, is usually done on campus and involves the use of faculty time and of College facilities.

Two kinds of possible exceptions to the above generalization exist.

a. Some students, once their contract is accepted, may be able to work for a term totally on their own without faculty supervision of any kind and without the use of any College facilities. For those students, if the Division III contract has been filed before the end of the previous term, taking a one term leave of absence to work on their own may make sense. In the final term of Division III work, however, no leave of absence will be granted. During the final term students completing their work need faculty to begin evaluating that work, looking at first drafts, and so forth.

b. For some students, Division III projects will of necessity involve work in the field; a student might be doing an internship in a government office in Washington, an internship in a public interest research group or law firm, a laboratory experiment at Brookhaven or at a medical school, field research on an Indian reservation or in an urban setting or abroad, theatre with a touring group, and so forth. In such cases, where the

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student must by the nature of the project be away from campus, and where his/her work is under the immediate supervision of someone other than a Hampshire faculty member (or where the committee agrees that the student can work without supervision), that student may be granted permission for a field study leave for one term (or in rare cases both terms) of Division III work.

All such leaves must be written into the Division III contract and approved both by the student's own committee and by the Division III Standards Committee.

7 Division III Standards Committee

The Division III Standards Committee is a College-wide committee, chaired by the Dean of the College, ex officio. Additional members, who serve for one academic year, include two representatives elected by each School, at least one of whom is a faculty member, and one faculty member and one student appointed by the Dean of the College. (Student members must be Division III students. If the four Schools together do not elect at least two students, up to two additional student members will be elected by and from Division III students at the College.)

The role of the Division III Standards Committee is to review contracts submitted to them for completeness in terms of procedures and with respect to each part of the contract. Two members of the Division III Standards Committee, one of whom will be in the the School of the student's project supervisor (or Chairperson, if the project supervisor is not a Hampshire faculty member), will read each contract and will discuss any problems or ambiguities with the student or the Chairperson of the student's committee. In any case where policy issues are raised, these will be brought to the entire Division III Standards Committee for discussion. The student will be notified of the status of the contract within two weeks of submission. Approved contracts will be sent to the student's academic file (and a copy for the Division III Standards Committee sent to the Dean of the College office).

(Approved by Academic Council, April 30, 1974 and May 21, 1974)

This Fall the Division III policies and procedures are scheduled to be reviewed by the Division III Standards Committee, the Educational Policy Committee, and the Dean's Office. Meanwhile, the following guidelines vis-a-vis faculty load should be helpful to faculty working with Division III students:

Supervision of a Division III project

Supervision of a student's Division III project, and/or acting as Chairperson of a student's Division III Committee, is a serious teaching responsibility, ordinarily estimated to be the equivalent of 1-1/2 enrollments. [In estimating an aggregate faculty course load for a given term, a School Dean is usually asked to use the rule of thumb of 48 enrollments* for each full-time equivalent faculty member in that School.] Using an estimate of an average class of 14 students (enrollments), then supervision of eight or nine Division III projects would be roughly equivalent to offering a course. Be sure your School Dean is informed about the Division III supervisory load you are assuming, and about the number of Division III Committees on which you are also serving or acting as an evaluator.

For further information on Division III requirements and procedures

Contact the Office of the Dean of the College (Associate Dean Barbara Turlington), or a member of the Division III Standards Committee (see p. 95). See also the section on the Division III Examination, p. 18 in this Handbook.

*This figure was established by using the theoretical 16:1 student-faculty ratio, and multiplying 16 x the theoretical three courses (or equivalent) that each student is entitled to undertake each term.

EVALUATION SYSTEM

As you know, Hampshire does not give grades for student work. Evaluation of achievement is expected, however — in some form — for all students in all learning activities providing the conditions for evaluation have been met. The text of the official policy, revised by Academic Council early last Spring term, reads as follows:

THE EVALUATION SYSTEM AT HAMPSHIRE COLLEGE

1. Divisional examinations are the sole formal measure of progress toward the Hampshire degree, and are the primary means of formally evaluating the student.
2. In all other learning activities (including courses, independent studies, field studies, and any other learning situations) the instructor shall make provision for the evaluation of the student's work.
   a. The criteria and opportunities for evaluation shall be established at the beginning of the activity in consultation with the student(s).
   b. These provisions shall include some form of regular exchange between the instructor and student during the activity concerning the student's progress, and some form of final evaluation at the end of the activity.
   c. These provisions shall include a procedure for making a written record of the instructor's final evaluation of the student's work if the student requests it.
   d. The individual student may choose to be evaluated or not under the provisions that have been established.
   e. The student may choose to submit or not to submit the instructor's evaluation of her/his work in a learning activity to her/his academic file.
3. Near the end of each long term or at other agreed intervals, each student shall meet with her/his adviser (or Division II/Division III chairperson) to make a record of learning activities to be discussed by student and adviser (chairperson) and submitted to the student's file.
4. During each long term and at the end of each long term several days of the academic calendar will be set aside for evaluation, and examinations. Faculty and students are expected to utilize these days for evaluations and examinations only.
5. The Dean of the College will work with the School Deans and the Faculty to insure that all agreed-upon evaluations are accomplished, and to assist in increasing the worth of the evaluations.

(Approved by Academic Council, February 26, 1974)

Note particularly these major points:

(1) The instructor must establish, in consultation with her or his students, the criteria and opportunities for evaluation of all learning activities. This should be the first "order of the day" during your first class; be sure new students who arrive after your first class day also are informed of these criteria.

(2) Instructors should provide some form of regular exchange concerning the student's progress — in other words, feedback of some kind is expected.

(3) A written evaluation must be given only if the student specifically requests it prior to the last day of the learning activity, and only if the student has met the mutually agreed-upon criteria for a written evaluation. The student will note the date s/he requests the written evaluation, and record that date on the record of learning activities drawn up with the Adviser at the end of each long term, so that Central Records — in turn — can monitor the return of the promised evaluations. If Central Records does not receive them

within the stipulated month, they may contact you with an "overdue" reminder. [Please do not resent this procedure -- it is necessary to keep the students' files up-to-date and to help you keep from falling too far behind in your work.]

(4) Instructors must send the written evaluation to Central Records no later than one month after the end of the learning activity. [Central Records will notify students when evaluations have been received.] Students have the option not to include written evaluations in their academic files or with their transcripts. [See section on Student Files and Transcripts, p.33.]

PROGRESS BY EXAMINATION

Divisional examinations are at the center of Hampshire's academic program. It is solely with these examinations that the faculty formally check students' academic growth. In a sense, the word "examination" is incorrect when applied to these check points of academic work at Hampshire. They are not standardized or routine tests. Rather, each exam is devised by the student with faculty help, to assess her/his readiness to do the work required in the next division of study--from a broad knowledge of the liberal arts and their appropriate modes of inquiry (Division I), to indepth knowledge of a particular set of interests (Division II), to a major work or project in an area of the student's choosing (Division III).

The Division I exam is concerned with how questions are asked, data compiled, problems structured, perceptions expressed and intuitions communicated--in short, with "getting into" the pursuit of knowledge in the various disciplines represented by the four Schools. The Division II examination is an assessment of the student's readiness to research, investigate and express themselves in an area of considerable interest. The final step is the Division III examination where the faculty assess and critique a major work of the student's own devising.

The examination process is, or should be, fluid and flexible. Students progress at their own rate in their own unique program of study. Thus the form of the exams, like the content of the work, is largely of the student's own devising. Examinations measure the student's rate of progress and the quality and scope of their work.

How the Mode of Hampshire's Formal Evaluation of Achievement Differs from Conventional Examinations

(1) Each student designs her or his own examinations, usually in consultation with one or more faculty member.

(2) The student fits the questions to her or his academic program, closely following her or his particular line of inquiry in courses and other related activities.

(3) Examinations are not only retrospective, but prospective -- that is, they may be tests of knowledge and skills acquired through past effort, but are also tests of competences useful for the student's further work at Hampshire and beyond.

(4) Students may select any examining modes in designing their examinations as long as these modes provide good contexts for the demonstration of learning.

(5) Following the examination, the Chairperson tells the student how he or she has done. The exam committee may request additional work from the student which would indicate that the exam has not yet been passed. Examinations are not tests in the

conventional sense (that is, ends in themselves) so they cannot be failed.

(6) The Chairperson forwards the completed pass report to the appropriate School office(s). Copies will be sent to the student, the student's adviser, and to Central Records.

Each School's view of the Division I examination process is explained in their Examination Statements published on pp. 109-112.

Division I Examinations

To progress from Division I into Division II, students must propose and pass the Division I examination(s) in the School(s) in which he or she plans to concentrate. The preparation may be courses in each School, extensive reading, advanced course work in secondary school, independent study, a House course, or a related job. Faculty should urge students who have relevant material for an examination to submit this material for assessment shortly after entering. As can be seen in the previous section on "PLANNING AN ACADEMIC PROGRAM," it is possible although certainly not necessary to complete all of the Division I examinations by the end of the first year. In fact some students--including most transfer students--are ready to take one or more Division I examination during their first month at the College. A reasonable expectation is that the student will have completed all of the Division I examinations by the end of the third or fourth semester on campus, excluding leaves. In some cases, however, a student well along in working on a Division II concentration may have good reasons for postponing Division I exams in one or two other fields until the third year. The Division III contract may not be filed until all four Division I examinations are passed.

Some guidelines that apply to the Division I examinations in all the Schools are:

(1) They should focus on something in which the student has genuine interest; they should not be done just to "get by".

(2) They should be planned ahead of time.

(3) They should demonstrate the student's ability to use the tools appropriate for scholarly or artistic work.

(4) They should demonstrate the student's ability to critically question their own or others' past work or present assumptions.

(5) They should not be so broad as to be incapable of assessment.

(6) Prompt reports of the results of an examination are important. In the past, students have had problems because there are no reports on exams taken and passed. It is suggested that reports on oral or artistic presentations should be done at once; faculty members should attempt to read and report on written examinations within a week, or at most, two weeks of submission of the paper.

Examination Procedure for Transfer Students

Transfer students may fulfill Division I examination requirements through the normal examination process in the Schools or through the following process or early review. After acceptance by the Admissions Committee, the student will be asked to submit papers or examples of previous work for review by one or more of the Schools. The

student will have the opportunity to meet with the transfer student examining committees early in their first term for evaluation of the previous work. Each examining committee may give a pass and file the normal Division I examination report including a description of the nature of work submitted. Students planning to exercise the early review option should do so in their first semester at Hampshire.

Division II Examination

The Division II examination includes a review of the studies undertaken by the student in working on her/his Concentration and a determination of whether or not the student's Division II work has prepared her or him for doing independent work on a problem or project for Division III.*

The following are appropriate questions to ask:

(1) Has the student completed formal learning activities that will be needed for Division III work?

(2) Are they able to discuss the major themes and problems in the disciplines relevant to their Concentration?

(3) Can they work critically with the material covered during the Concentration?

(4) Is the work sufficiently documented and presented for the academic file?

(5) Have plans been formulated for their Division III work?

The decision at this stage by the student's committee may be that additional work will be necessary before the student progresses to Division III. The student's Division II Examination Committee will need to know something of the student's future intentions (in either Division III or after Hampshire -- or both) in order to assess his or her readiness to move on.

The Chairperson of the student's Division II examination committee is responsible for collecting the opinions and evaluations from the other examiners and evaluators and completing the official evaluation report for the student's file. Prompt written reports are essential. It is important to remember that the Division II evaluation will in most cases be the most important document (along with the Division III Contract) in the student's file since applications for placement are usually submitted before the student has completed the Division III project.

*While it is not recommended as general practice, there is no regulation against switching an area of interest from that of the Concentration to another for Division III.

Division III Examination

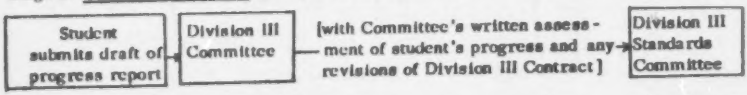
At this stage of the student's progress she/he is engaged in independent work to be shared with and critiqued by faculty and others knowledgeable in the area of study. The student should know the basic skills necessary to produce publishable work or have a creative work shown to the public.

The Chairperson is responsible for putting together a description of the student's Division III work and for compiling the evaluation statements made of that work at its completion.

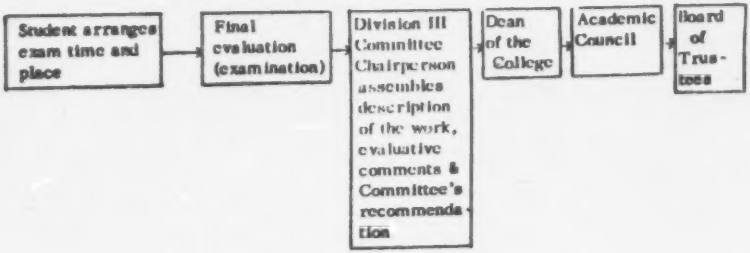
The final evaluation (examination) focusses on the work to which the student and her/his Committee were committed; the critique might include the kinds of questions researchers or artists normally ask of themselves and others (e.g., does the work contribute to the body of knowledge and/or creativity in that field, was the methodology suitable for the work and was it executed according to colleagues' and experts' best sense of how that methodology should be applied, where will this work lead the student, how can it be expanded to produce a publishable piece, how would the student handle the project if he or she had more time to spend on it, etc.)

The final stages in the evaluation of the Division III student's work can be diagrammed as follows:

Stage 1: PROGRESS REPORT [completed two months prior to projected examination date]


Student submits draft of progress report
Division III Committee
[with Committee's written assessment of student's progress and any revisions of Division III Contract]
Division III Standards Committee

Stage 2: FINAL EVALUATION [completed no less than one month before student expects to graduate]


Student arranges exam time and place
Final evaluation (examination)
Division III Committee Chairperson assembles description of the work, evaluative comments & Committee's recommendation
Dean of the College
Academic Council
Board of Trustees

ACADEMIC STANDING

College policy on the subject of academic good standing was defined in two Motions passed by the Academic Council at a meeting on April 5, 1971:

1. A student making progress toward Divisional examinations is considered to be in academic good standing. The student's progress will be determined in each case by the student's adviser through conversations with the student.

2. The College assumes that each of its full-time students will be involved in a full program of studies. Recognizing the difficulties in assessing when an individual student is taking full advantage of his opportunities, Hampshire College explicitly assumes that it is the responsibility of the student and his adviser to determine the academic program most suitable for the individual student.

In constructing an academic program, the adviser should be aware that the College views normal progress towards examinations as its major index of growth. The adviser's judgment of a student's progress should take into account that the normal academic program consists of three Hampshire College courses or their equivalent. A course equivalent may be a Five College course, an independent study project approved by the procedures outlined in the College handbooks, or other program of study approved by the student's adviser.

Advisers will send to the Dean of the College reports of their advisees judged to be making insufficient progress toward Divisional examinations at the middle of each Spring and Fall term. The programs of students who are judged by the Dean of the College not to be in good academic standing will be reviewed by the Executive Committee of Academic Council.

The key points in these Motions and the discussions accompanying them were:

a. A student's academic good standing can be officially called into question only by his or her adviser. All students are assumed to be in good standing unless the question is raised by the adviser. However, questions about a student's progress as shown in the record may be raised with the adviser and the student by the Dean of the College and the Associate or Assistant Deans (see below).

b. Once the adviser has raised the question on academic standing, it is the Dean of the College, not the adviser, who is the actual judge of whether or not the student is in good standing.

c. The program of any student judged by the Dean of the College not to be in academic good standing is reviewed by the Executive Committee of Academic Council.

d. Progress towards examinations is to be the sole measure of academic good standing.

In an attempt to identify students who are having difficulties so that support and assistance can be provided before it gets to the point of questioning the student's good standing, the Dean's office and the Educational Policy Committee have worked out the following system for the 1974-75 academic year:

1. The Dean's office will contact students and their advisers in the cases of students who have completed:

(a) three semesters (either on campus or on field or independent study

leave) and have not passed any Division I examinations;

or

(b) six semesters (either on campus or on field or independent study leave) and have not filed a Division II contract.

2. The student and adviser will be asked if there is an academic problem. If the student and adviser agree that the student is making sufficient progress toward Divisional exams, nothing further will be done at this point.

3. One semester later, the Dean's office will consult with the adviser and student to see if progress is still being made. If a student is not making sufficient progress toward exams, the adviser, student, and person from the Dean's office will meet for the following purposes:

(a) To help the student write up academic plans for the next few months (usually for one semester). The written plans are to be signed by the student and a copy given to the student, the adviser, and the Dean's office. These plans are to include both what the student's academic work will be over the next few months (including any exams to be completed within the stated time span), and what happens if the student is unable to complete the work (see below).

(b) To help the students utilize the various relevant resources at the College --Health Service counseling, House staff, various advising centers, reading and writing courses, tutorial facilities, etc.

(c) To give support to the adviser as needed.

4. If a student is able to accomplish what was set out in the academic work plan by the end of the agreed-upon time--fine. If the student is unable to accomplish this, the adviser and Dean's office representative will normally recommend that the student withdraw from the College.

Remark 1: This system will be tried for the academic year 1974-75; Assistant Dean Kenneth Hoffman will be responsible for its administration. It will be evaluated at the end of the year.

Remark 2: This system in no way supercedes the Academic Council policies stated at the beginning of this section. The adviser remains the only person who can officially call a student's academic good standing into question.

Remark 3: The rate of one exam in three semesters or a Division II contract after six semesters is not to be construed as a normal or proper rate of progress through Hampshire. Most students will probably be proceeding at a much faster rate.

It is, of course, not necessary for advisers to wait for inquiries from the Dean's office about an advisee. Advisers are urged to consult with the Deans about students who appear to be in difficulty so that assistance may be offered before the situation has become irretrievable or the student has become excessively discouraged. Questioning a student's progress should not be considered punitive, but a recognition that the student may need more help or guidance than the adviser alone has time to provide. Although exceptions may be made in special circumstances for almost any Hampshire College policy or guideline on academic program and progress, it is important that both students and advisers recognize and discuss the consequences for the student of unusual delays in progress. For instance, postponement of Division I examinations past the fourth term will mean that time

must be diverted from the fulfillment of the Division II plans, which will mean a less full Division II program or a delay in graduation. Delay in agreeing to and filing Division II Concentration Statements past the end of the fourth term means that much of the Division II agreement will be post hoc and often without the careful advance planning that makes Division II rewarding to the student. If Division III Contracts are not filed by the end of the third year, valuable time will be taken up with contract negotiations during the time the student should have to work on the Division III project, if the student wishes to graduate within four years.

APPENDIX J

THE EXAMINATION PROCESS

HAMPSHIRE COLLEGE
THE EXAMINATION PROCESS

The goal of Hampshire College is to enlarge the capability of students to shape their own education. To achieve this requires a program which, from the beginning of their experience here, educates students in the use of intellectual tools necessary for independent work.

A Measurement of Progress

It is the purpose of examinations at Hampshire to provide opportunities for students to establish and demonstrate academic maturity. By discarding a uniform and traditional examination system, Hampshire College has chosen a process that is often more difficult and full of risk, but also more rewarding.

At Hampshire, each student determines the form, content, and time of his or her examinations and these exams are not "tests" in the conventional sense. Hampshire expects and even demands that each student assume primary responsibility for the direction of his or her own education. Examinations serve as guiding mechanisms in that faculty members use their perspective on a field to show students how far they have progressed and to help them determine the directions their can take.

Hampshire's approach to the measurement of academic progress arose because the effectiveness of course examinations for assessing knowledge and creativity has recently been questioned. It has been recognized that the skills which allow a person to perform well on these examinations are not necessarily the skills which enable the students to operate resourcefully in their field. Yet, because of the pressures to maintain a certain "grade point average", students have often chosen to devote more effort to figuring out how to "ace an exam" than they have to acquiring skills and knowledge in their disciplines. The examinations have become ends in themselves rather than a means to continued intellectual growth.

There is the further question of whether it is appropriate to use these examinations as a standard basis of comparison among students, to expect the same kind of performance from everyone. Given the proliferation of knowledge and the variety of endeavors individuals undertake after their undergraduate education, it no longer is reasonable to circumscribe exact areas in which every student should be expected to perform well.

The standards used by the Hampshire faculty in the evaluation of the examinations are based more on the individual student's performance and ability rather than on comparisons with other students. Hampshire's individualized approach to examinations reflects this consideration. Our examinations are not merely reviews of past learning and accomplishment; they are also measures of competence and skills useful for further work. In other words, examinations are less of a test of the facts a student knows than of what the student can do with that knowledge now and in the future. It is the intent of Hampshire examinations to encourage

self-education, self-knowledge, and the ability to identify and correct one's own deficiencies, as well as to demonstrate and to share with the community one's knowledge and skills.

The Divisional Sequence of Study

This difference in approach necessitates a difference in structure. Hampshire students move through three Divisions of study which they negotiate at their own rate rather than through the traditional four-year freshman to senior sequence. Also, rather than departments, Hampshire has grouped its faculty into four Schools: Humanities and Arts, Natural Science, Language and Communication, and Social Science.

In Division I a student is introduced to the methods of inquiry in the four Schools. Division I work deals with the intense exposures to limited fields of study, rather than general surveys. The student confronts the ways social scientists, natural scientists, artists, humanists, and people involved in the analytic study of language and communication go about their work. The student learns the initial reflections each would engage in, the kinds of hypotheses each would make, the kinds of evidence each would accept, and the tools and techniques each would use in attempting to arrive at conclusions and perceptions and their expression.

Division I students work and are examined in each of the four Schools. The College-wide examination policy allows for variation among the Schools due to their different academic concerns. The following statements from each of the Schools were written within the context of the College Division I exam policy, although much of the information is also relevant in Divisions II and III.

* * *

The School of Humanities and Arts

> Mere critical competence in analyzing or discussing another person's work will not be enough. The student will be expected to show some awareness of the individual human concerns of the writer or the artist which went into the production of the work. By the same token, if the student presents his or her own piece of creative work or performance he or she should have an awareness of the disciplines and tradition in which that work is situated.

Natural Science

> Examination tasks in this School frequently take the form of laboratory experiment to be carried out and discussed with an examining team; of research on a special project with a written or oral report; of a set of mathematical problems; or of a classroom lecture and discussion. Field work has been the basis for many exams. The student is asked to demonstrate an awareness of and an ability to handle scientific modes of inquiry and scientific method.

Language and Communication

The following areas are in the School of Language and Communication, although some of them, such as aesthetics, are in other Schools as well: (a) linguistics, with psychological, sociological, mathematical, and philosophical emphasis; (b) systems theory, computer science and other computer studies; (c) psychology of communication, interaction theory, nonverbal communication; (d) cognitive psychology, philosophy of psychology and philosophy of mind; (e) mathematics, especially logic and the foundations of mathematics; (f) media studies and the sociology of communication (although not media production per se); (g) philosophy of language, metaphysics, and epistemology; (h) general theory of symbolism, psychology of art, analytical aesthetics, stylistics. The School does not include and does not examine the learning of foreign languages, literature and most literary criticism, fine arts criticism and history. The Division I examination should demonstrate the student's ability to use independently and critically the intellectual tools and skills of one or more of these areas.

Social Science

The Division I Social Science examination should demonstrate that a student can use an analytical, in addition to a descriptive, approach to data, observations, readings, or other social phenomena. By an analytical approach, the School means an awareness of the extent to which events relate to one another, the use of appropriate concepts and theories, and the beginning of an ability to work with questions about social facts.

* * *

In Division II a student is expected to become proficient in one area of study while continuing to explore others. With the help of one or more faculty members -- the "Concentration Committee" -- each student designs a unified program of studies. Students write a Division II contract setting down the areas they plan to deal with and the tasks they are to be examined on.

A Division II examination is a review by the student's Concentration Committee and possibly additional evaluators of the work done in the Concentration in order to assess the student's readiness to proceed to the independent work of Division III. Students will be expected to demonstrate an awareness and understanding of the relevant literature and the central questions of the disciplines specified in the Concentration contract. At this stage, the student should have mastered the relevant tools of the disciplines involved. At the Division II level, some examination tasks may be done and evaluated as the Concentration progresses, rather than in one examination at the conclusion. The Division II examination report summarizes and evaluates for graduate or professional schools or future employers the student's academic accomplishments.

The purpose of Division III is to use the understanding and skills acquired in Division I and II in the creation and execution of an independent study project. The Division III examination is intended to offer the student an opportunity to demonstrate achievement of academic maturity. The examination should be a means through which the student can share this achievement with interested members of the academic community in order to engage in a critical appraisal of that achievement. The Division III examination will be primarily concerned with the independent study project, although integrative work, and community activity will also be evaluated by the student's Division III Examining Committee and become a part of the student's academic record.

Examination Procedures

It is the student's responsibility to set the examination wheels in motion. The formalities and paper work differ somewhat among the Schools, but the general procedure for Division I, and in modified versions for Divisions II and III, includes the following steps:

- The student discussed his or her readiness for an examination with the Adviser.

- The student talks with one or two faculty members about the nature of the tasks to be included on the examination and the mode of performance. When faculty members (and students, who may be included on evaluation teams) have agreed to act as evaluators, a Chairperson of the evaluation team is chosen and a date set for completion of the examination.

- When the examination has been completed, the evaluating team sends written evaluations to the student and his or her Adviser; if the examination has been passed, a written evaluation is sent to the student's file. If the examination has not been passed, the evaluators make recommendations for further work.

APPENDIX K

REPORT ON MEETINGS WITH MEDICAL AND LAW SCHOOL ADMISSIONS DEANS

Hampshire College

AMHERST, MASSACHUSETTS 01002

MEMORANDUM

Date June 10, 1974

To: Robert von der Lippe

From: Van R. Halsey

Subject: Graduate Relations

This is by way of a report on my part of our graduate relations and project by examination effort this past year. I am dividing the report into three parts: a) our invitational conferences, b) my visits to professional schools, c) my contacts with the other members of our group on the campus here in helping their effort.

During the past year we have had three invitational conferences. Two of these were for Deans' of Admission of Medical Schools and one was for Deans' of Admission for Law Schools. We had two of these conferences in the fall and one this past spring. The list of participants in each of the three conferences is attached. My impression and this is supported by the letters we received after the conferences was that in both the Medical School and Law School cases the Deans who came to Hampshire felt that the program was very worthwhile from their point of view. We asked them to help us formulate in better fashion on transcripts and the package of materials going from Hampshire to the professional school. The advice given to us was useful and we revised our packet of material during the winter and tried it again this spring on the second round of Medical School invitees. The major benefit was that for the first time Medical School and Law School Deans' of Admission got to spend some time at an undergraduate college. It is my impression that this does not happen very often. In most cases the Medical Schools have invitational conferences where they invite the Medical School Committee advisors for a day or so to their particular Medical School. This is usually for recruiting purposes. The Law Schools join together the Law School Admission Deans and the Law School advisors in a summer invitational conference at some central location. Again, this is seen mostly as a lobbying effort on the part of the undergraduate advisors to persuade the Law Schools to accept their students. Neither of these strategies were our goal. At least it was not an overt goal and our record of acceptance may say something about the effectiveness of these conferences. It is my recommendation that we should continue with these conferences occasionally. It seems to me that we could possibly think of one or two on the west coast as well.

My visits to the Medical Schools and to the Law School Data Assembly Service were very worthwhile from my point of view. Because of my role in Admissions at Hampshire, I was able to talk in technical terms with the staffs of the Medical School Admission Offices and I learned a good deal about how they admit students. The Committee system under which they operate where groups of doctors read folders is very inefficient unless the Medical School happens to have a full-time Admission Director. I spent a day at the Law School Data Assembly Service in Princeton and I have some real reservations about that operation. For one thing they do not send any verifying copy back to the student who submitted his credentials. It appears to me that we should make an effort to talk with the Law School Deans who are on the Law School Council and we should be very careful to review with the LSDAS the kinds of coding that they are using for the women in

Memorandum to - Robert von der Lippe
From - Van R. Halsey
Subject - Graduate Relations
Date - June 10, 1974

the office to translate our transcript. We should also advise our students to periodically check with the Law Schools that they are applying to to make sure that they receive all the pieces of paper in the students file that the student had submitted to the LSDAS for copying.

Our relations with the rest of our team effort here at Hampshire I felt left something to be desired. This was largely my fault, since I was heavily involved with Admission work at that time. Fortunately, we had Alan Davis to do the major bulk of the work for getting the transcripts ready for graduate schools. I felt that although we had group meetings once in a while, I personally did not have a sense of moving as fast as we should have on some of the areas such as job placement and working with the Registrar. However, I think other members of the group worked on these efforts. In other words, I am not sure what the project gained from having me involved to the extent that I was programmed to be involved.

If you need any more information please let me know.

VRH/smr

Participants - Conference on Law School Admissions

September 18, 1973

Sally Begley
Admissions Officer
Antioch Law School
Washington, D.C.

Dean Richard Huber
Boston College Law School
Brighton, Mass.

Assistant Dean Nancy Ely
Boston University Law School
Boston, Mass.

Assistant Dean Diane Youn
Catholic University of America
School of Law
Washington, D.C.

Assistant Dean John Kohlberg
Columbia University School of Law
New York, New York

Assistant Dean Peter Lane
University of Connecticut Law School
West Hartford, Connecticut

Assistant Dean William Moore
Fordham University School of Law
New York, New York

Assistant Dean David Wilmott
Georgetown University Law Center
Washington, D.C.

Assistant Dear James Bierman
Harvard University Law School
Cambridge, Mass.

Assistant Dean William Julavits
University of Maine Law School
Portland, Maine

Executive Assistant Barbara Burke
Northeastern University
School of Law
Boston, Mass.

Assistant Dean Keith Hey
Temple University School of Law
Philadelphia, Pennsylvania

Mr. Peter Winograd
Law School Admissions Council
Educational Testing Service
Princeton, New Jersey

Participants - Conference on Medical School Admissions

September 25, 1973

Dr. Stanley Aronson
Dean of Medical Affairs
Brown University
Providence, Rhode Island

Dr. William Fleeson
Associate Dean
University of Connecticut
School of Medicine
Farmington, Connecticut

Dr. John C. Scott
Chairman, Admissions Committee
Hahnemann Medical College
Philadelphia, Pennsylvania

Dr. Cheston Berlin
Chairman, Medical Selection Committee
Milton S. Hershey Medical Center
Hershey, Pennsylvania

Dr. Marion Mann
Dean
Howard University College of Medicine
Washington, D.C.

Dr. Lamar Soutter
Dean
University of Massachusetts
School of Medicine
Worcester, Mass.

Dr. Thomas S. Cottrell
Associate Dean, Admissions
New York Medical College
Valhalla, New York

Dr. Richard Schwarz
Chairman, Admissions Committee
University of Pennsylvania School of Medicine
Philadelphia, Pennsylvania

Participants - Conference on Medical School Admissions

September 25, 1973

Dr. Stanley Aronson
Dean of Medical Affairs
Brown University
Providence, Rhode Island

Dr. William Fleeson
Associate Dean
University of Connecticut
School of Medicine
Farmington, Connecticut

Dr. John C. Scott
Chairman, Admissions Committee
Hahnemann Medical College
Philadelphia, Pennsylvania

Dr. Cheston Berlin
Chairman, Medical Selection Committee
Milton S. Hershey Medical Center
Hershey, Pennsylvania

Dr. Marion Mann
Dean
Howard University College of Medicine
Washington, D.C.

Dr. Lamar Soutter
Dean
University of Massachusetts
School of Medicine
Worcester, Mass.

Dr. Thomas S. Cottrell
Associate Dean, Admissions
New York Medical College
Valhalla, New York

Dr. Richard Schwarz
Chairman, Admissions Committee
University of Pennsylvania School of Medicine
Philadelphia, Pennsylvania

Participants - Conference on Medical School Admissions

May 8, 1974

Dr. Herbert Wotiz
Admissions Committee
Boston University
School of Medicine
Boston, Mass.

Dr. Kathryn Ehlers
Admissions Committee
Cornell Medical School
New York, New York

Dr. Nicholas Danforth
Chairman, Admissions Committee
Dartmouth Medical College
Hanover, New Hampshire

Dr. Thomas S. Cottrell
Associate Dean of Admissions
New York Medical College
Valhalla, New York

Dr. David R. Scotch
Admissions Committee
New York University School of Medicine
New York, New York

Dr. Richard H. Schwarz
Director of Admissions
University of Pennsylvania
School of Medicine
Philadelphia, Pennsylvania

Dr. William T. VanHuysen
Associate Dean for Student Affairs
The University of Rochester
Rochester, New York

Dr. David M. Tormey
Associate Dean of Admissions
The University of Vermont
College of Medicine
Burlington, Vermont

Dr. Gerald A. Green
Executive Secretary, Committee on Admissions
State University of New York at
Stony Brook
School of Medicine
Stony Brook, New York

Dr. William West
Admissions Committee
State University of New York
Downstate Medical Center
Brooklyn, New York

APPENDIX L

REPORT ON ACADEMIC HISTORY PROJECT

HAMPSHIRE COLLEGE

AMHERST, MASSACHUSETTS 01002

June 20, 1974

MEMORANDUM

TO: Robert von der Lippe

FROM: Stephen O. Mitchell

SUBJECT: Academic History Project

This is a brief description, samples attached, of our Academic History project as it now stands. The basic task has been to create a computer file for each student, which contains as much academic history as possible, and then to extract from this data base a series of reports designed for the needs of various audiences.

These reports (samples attached) are as follows:

Report Number 1: This is in essence a transcript report intended to allow the student to correct his own records and give the Dean, adviser or other functionary an extract record of the complete academic file. The features of especial interest are the ability to isolate particular groups (e.g., the class of 70), the ability to insert non-traditional academic activity (e.g., a House course as certified by a School advising center), and summary capacity. In addition there is considerable room for "comments" and further extraction of specified data. Aside from its general convenience, the significance of the report rests in the audie ability given the student and the summary capacity given various offices, all without loss of non-traditional learning activity information. We will continue to produce our regular transcripts as a matter of course, but internally we will now have a working document which should function in much the same way as a monthly expense report.

Report Number 2: This report extracts examination data for each student, organizing it in alpha order and is designed as a tool for the Dean's office and chief adviser. It allows quick recovery of individual examination performance as well as providing key information; who is the current adviser, who chaired an examination, how many five-college courses have been taken. For the individual student, this report will probably be of little value; as a tool

to protect student rights and aid the advising process, it should be invaluable.

Report Number 3: A summary of examination performance by entering cohort, by semesters on campus. This is a summary, extract report intended for the Vice President, Dean, Admissions Office and any other unit interested in the general effects of leave policy, admissions patterns and other long term, large scale factors. Used intelligently, it should help to answer such questions as "does a leave in the third term usually lead to withdrawal?" "Do leaves in general speed academic progress?" and so on.

Like any sophisticated, patterned extract, this report is capable of multiple interpretation but used carefully it should give some numerical backing to our intuitions and make leave taking less of a gamble.

Reports numbers four and five: Both of these reports are simple summations by defined groups (School and faculty member) of examination activity. They are not new since they have been hand-produced for several years now. Their significance here is that they can now be printed on a regular basis, using the same data as our other reports.

Other reports are possible and can be expected. These five, however, are our major institutional reporting response to progress by examination and multiple learning experience. As we grow more sophisticated it should be possible to examine such things as progress by exam by zip code order, or leave taking by sex or five-college courses taken. We have the basic system and it seems that further utilization is only a matter of our own ingenuity.

SOM:jms
attachments

Student "A" 046- CLASS 70 DATE 02/11/75

RESIDENCE P.O. BOX

TELEPHONE

SCHOOL	COURSE NO.	TITLE	INSTRUCTOR			ORIG.	COMP.
		FALL 70-71					
HA	163	20TH CENT AMER BLACK LIT					E
NS	140	TIME					E
ADVISOR							
		SPRING 70-71					
EXAMINATION		HA	DIVISION 1	05-71	CHAIRMAN		
EXAMINATION		SS	DIVISION 1	06-71	CHAIRMAN		
NS	124	HUMAN BIOLOGY					E
SS	122	SOCIAL RELATIONS					E
ADVISOR							
		SPRING 72-73					
EXAMINATION		NS	DIVISION 1	04-73	CHAIRMAN		
U ASIANS 140							
		FALL 73-74					
S ASST	271						
U ASST	044						
U ASST	045						
U ASST	126						
U ASST	350						
U ASST	375						
U ASST	390						
		SPRING 73-74					
EXAMINATION		HA	DIVISION 2	05-74	CHAIRMAN		
A RELIG	62						
A RELIG	97						
U ASST	390						
U CHINSE	351						
		FALL 74-75					
EXAMINATION		LC	DIVISION 1	12-74	CHAIRMAN		

Student "A" 046-. CLASS 70 DATE 02/11/75

RESIDENCE P.O. BOX

TELEPHONE

SUMMARY

COURSES COMPLETED	DIVISION 1	2	3	EVALUATIONS	DIVISION 1	2	3
HA	1			HA	1		
LC				LC			
NS	2			NS	2		
SS	1			SS	1		
OTHER				OTHER			
TOTAL	4			TOTAL	4		
5-COLL				5-COLL			

EXAMINATIONS PASSED	HA	LC	NS	SS
DIV-1	05-71	12-74	04-73	06-71
DIV-2	05-74			
DIV-3				

CONCENTRATION

DIVISION II

DIVISION III

FULL SEMESTERS ON CAMPUS 6

LEAVES OF ABSENCE

FIELD STUDY LEAVES

NUMBER OF EXAMINATIONS 5

EXPECTED GRADUATION

NAME	SOC. SEC.	YEAR ENTRY/EXIT	STAT	SEX	NO. SEM	NO. S/C	ADVISOR	EXAMINATIONS DIV	SCH	DATE	CHAIRPERSON
AA	001-	74	1	F	2	0					
AA	086-	74	1	F	2	0					
AA	000-	74	1	M	2	1					
AB	087-	73	F	M	3	3					
AB	010-	71	7	M	2	0					
AB	149-	71	2	M	6	1		1	NS	05/73	M S
AB	093-	72	3	F	4	2		1	SS	02/73	R V
								1	LC	06/73	J T
ADAÇHI, DANIEL C.	046-50-1634	70	2	M	6	14		1	HA	05/71	F S
								1	SS	06/71	R B
								1	NS	04/73	A W
								2	HA	05/74	F S
ADI	577-	71	1	F	7	7		1	NS	01/72	H B
								1	SS	12/73	M F
AD	220-	75	0	F	0	0					
AD	010-	74	1	M	3	3					
AD	015-	74	1	F	1	0					

HAMPSHIRE COLLEGE STUDENTS

CHRONOLOGICAL DISPOSITION, BY CLASS

CLASS	STARTING STRENGTH			REMAINING IN STUDENT BODY			HERE THIS TERM	NUMBER OF STUDENTS VERSUS NUMBER OF TIMES TERMINATED					HAVING TERMINATED ONE OR MORE TIMES, PRESENT DISPOSITION IS:			
		REDUCED BY			AWAY THIS TERM											
	ENTERD. (A)	WITHDN (B)	GRADTD (C)	ENROLD. (D)	LEAVE (E)	FLDSTD. (F)	CAMPUS. (G)	0 (L)	1 (M)	2 (N)	3 (O)	3+ (P)	WITHDN (H)	GRADTD (I)	L OR F (J)	CAMPUS. (K)
1970	272	88	118	66	14	6	46	77	146	138	110	11	61	70	19	46
		(B/A=%)	(C/A=%)	(D/A=%)	(E/D=%)	(F/D=%)	(G/D=%)	TOTAL STUDENTS TERMINATED ONCE OR MORE (M+N+O+P=T)					(H/T=%)	(I/T=%)	(J/T=%)	(K/T=%)
		32%	43%	24%	21%	9%	70%						15%	17%	5%	11%
					((E+F)/D=%)											
					30%			405								

HAMPSHIRE COLLEGE STUDENTS
CHRONOLOGICAL DISPOSITION, BY CLASS

CLASS	STARTING STRENGTH			REMAINING IN STUDENT BODY			HERE THIS TERM	NUMBER OF STUDENTS VERSUS NUMBER OF TIMES TERMINATED					HAVING TERMINATED ONE OR MORE TIMES, PRESENT DISPOSITION IS			
TOTAL**	ENTERD (A)	REDUCED BY WITHDN (B)	REDUCED BY GRADTD (C)	ENROLD (D)	AWAY THIS TERM. LEAVE (E)	AWAY THIS TERM. FLDSTD (F)	CAMPUS (G)	0 (L)	1 (M)	2 (N)	3 (O)	3+ (P)	WITHDN (H)	GRADTD (I)	L OR F (J)	CAMPUS (K)
2478		512	197	1769	328	76	1365	1447	1138	650	557	18	288	92	130	402
		(B/A=%)	(C/A=%)	(D/A=%)	(E/D=%)	(F/D=%)	(G/D=%)	TOTAL STUDENTS TERMINATED ONCE OR MORE (M+N+O+P=T)					(H/T=%)	(I/T=%)	(J/T=%)	(K/T=%)
		21%	8%	71%	19%	4%	77%	2363					12%	4%	6%	17%
					((E+F)/D=%) 23%											

APPENDIX M

AGENDAS FOR FACULTY WORKSHOPS ON ADVISING AND EXAMS

The following is the agenda which was used for the first series of Faculty Workshops on Advising & Examinations:

AGENDA

1. ADVISING FOR FIRST-YEAR FACULTY
   Advising Notebooks

2. RELATIONSHIP OF ADVISING TO EXAMINATIONS
   expectations for the next two or three years

3. HUMANITIES AND ARTS ADVISING CENTER

4. LUNCH

5. ADVISER RECORD KEEPING
   discussion of Central Records files and advisers' files

The average workshop ran a little over two hours (usually beginning at approximately 11:30 to 11:45 a.m. and ending at about 1:45 to 2:00 p.m.)

Robert von der Lippe directed all but three of the workshops -- Clayton Hubbs directed three workshops as noted on the list of faculty who attended the workshops. Mr. Hubbs is an Assistant Professor of Literature, School of Humanities and Arts at Hampshire College.

As already noted on the Summary of Workshops sheet, the workshops ran from October 11th, 1973 through November 29th, 1973.

AGENDA

FACULTY WORKSHOP II:
Academic Standards on Examinations

1. What are "academic standards"?

2. Special problems of holding, reinforcing and maintaining standards at Hampshire College -

3. Special problems of standards to be applied to Division I, II and III examinations -

4. Guidelines for divisional examination reports -

APPENDIX N

REPORT FROM OFFICE OF INSTITUTIONAL RESEARCH

Office of Institutional Research and Evaluation
HAMPSHIRE COLLEGE
AMHERST, MASSACHUSETTS 01002

2 February 1975

Report of Office of Institutional Research and Evaluation for Project on Progress by Examination

As part of the HEW-FIPSE Academic Progress by Examination project, an assessment of the Hampshire examination system was conducted. Its focus was on describing and interrelating characteristics of Division I and II examinations as they have recently occurred. Supplemental questions to faculty elicited comments on the Project Workshops, the Advising Notebook, and other issues of concern.

Some of the questions in the assessment of the examination system were: a) how do examinations differ at the various Divisional levels; b) how do examinations differ in our four Schools; c) which cognitive abilities contribute to good exams; d) do student evaluations agree with those of their examiners; e) do faculty agree on the criteria for a good exam; f) are practiced exam criteria consistent with official policy; g) how do outside observers evaluate our examinations.

Major Conclusions

While limitations in the implemented design of the study must be acknowledged, several conclusions seem warranted. Compared with Division I, Division II exams are a problem area. Faculty report enjoying them less, learning through them less, having more difficulty in finding committee members and in getting the committee together, and examiners fulfilling their responsibilities less. For Division II exams, having the examiners know the subject matter was positively correlated with overall exam quality. From this, the above pattern of data, and the faculty workshops, it may be inferred that Division II exams place more pressures on our faculty than they are willing or able to meet. This may be because of the current frustrating ambiguity of Division II.

The exam process is reported as operating differently in the various Schools. While the overall quality of exams does not differ among Schools, the student's reported motivational interest is lower in LC and NS. It is more difficult to find committee members in HA, less so in NS; it is more difficult for the committee to get together in SS and for cross-school exams, less difficult in LC and NS. Exams are seen as more of an outgrowth of course work in HA and LC.

Fifty-two percent of the reported Division I exams and 64% of the reported

Division II exams were described as very good or excellent. However, these figures may not be representative of all Hampshire exams; they represent the exams chosen to be described by the interviewed faculty.

Synthesis, knowledge of conventions and methodologies, and application are key reported criteria for good Division I exams; evaluation, knowledge of conventions and methodologies, and comprehension are the key reported criteria for good Division II exams (see Figures 1 & 2 for further description of these educational objectives and skills). It would appear that Hampshire examinations do seek and elicit more than the lower cognitive criteria, reputedly dominant in more traditional educational settings. If faculty and academic planners at Hampshire choose to become better acquainted with the Taxonomy of Educational Objectives, it can be expected to help structure discussions of definitions and standards for exams.

Students and faculty disagreed on few of their ratings. While students and faculty agreed on the extent to which the student's standards for the exam agreed with those of the committee, faculty reported greater inter-committee agreement on standards than did students. Apparently faculty are more adept at integrating the explicit and implicit standards of their colleagues than are students. While the student at Hampshire has great independence in the design and execution of his/her educational program, s/he is dependent upon ultimately meeting the divisional examination standards of some faculty. A student's designing the exam proposal is an important part of Hampshire's educational structure, but faculty may be less aware of the unnecessary additional burden of uncertainty in meeting diverse committee standards than are students.

Students also reported less than faculty did that the examiners fulfilled their responsibilities. As with the Division II data, this implies that Hampshire has not yet generated reasonable and realistic expectations of faculty availability and/or that our faculty have not yet developed sufficiently efficient means of coping with the demands placed upon them. The large time demands of the current exam system were noted by many faculty.

Five-College faculty were requested to evaluate examinations in which they participated or papers from exams. Because of the logistical difficulties of determining in advance when an examination would be held and coordinating such information with student and Hampshire faculty willingness to be observed and with Five College faculty expertise and availability, a purposively representative

sampling design was employed. Working within the above constraints, project director Robert von der Lippe obtained Five College evaluations for 13 examinations: five at Division I, two at Division II, and six at Division III; one in HA, four in LC, two in NS, and six in SS.

The exams to be evaluated were chosen to represent a wide range. Evaluations bore this out: observer ratings of how well the student did on the exams ranged from poor to excellent and averaged somewhat better than good. Although some question was raised whether a Division I exam should evidence work equivalent to one full semester, the work displayed in the exam seemed to the observers to represent an appropriately significant amount of work--from a term paper, sophomore/junior course, or senior honors thesis for Division I to at least a term for a senior honors thesis, three courses over a year's time, or a master's thesis for Division III.

The poor exams were criticized not for the amount of work the student invested but for the seeming lack of faculty feedback and direction, especially in the early stages of the project. Even for exams highly evaluated, many observers questioned the sufficiency of faculty guidance. Responding to one Division III exam, the observer noted that the student didn't get proper direction, the paper had glaring deficiencies, and the student hadn't developed her ideas with other people. Further, some observers commented that it was difficult from the papers submitted to obtain a sense of the student's academic progress, to determine what the student learned. The writing style and grammar of some Division I exams were criticized; also some single-School exams were seen as also fitting into another School and/or benefitting from a cross-School addition of faculty.

Considering the progress-by-examination system at Hampshire, several observers questioned the term "examination," and suggested its replacement with project or some other word. One noted the "supportive rather than threatening atmosphere" of the exam. Representative of several comments were the observations that the Hampshire system had an advantage of giving the student freedom in designing their curriculum and education, and a disadvantage of an increased burden on the faculty.

Project Workshop Evaluation

Most of the interviewed faculty felt that the Academic-Progress-by-Exam workshops were positive experiences for them (25 positive comments, 10 negative, 10 neutral). The most common benefit was learning the attitudes and experiences of other faculty. Seven people mentioned the free lunch.

Even more of the faculty felt that some kind of workshop or faculty gathering should be continued (30 comments to continue, 7 not to continue). Their usefulness for new faculty was especially noted. Although there was no consensus concerning who should be responsible for the workshops, there was sentiment that they should be both within and across Schools.

The Advising Notebook* was never used by approximately 40% of the interviewed faculty, was used only during the beginning of the school year by 30%, and is often consulted by the remaining 30%. Those who did not find the Notebook helpful have been at Hampshire a long time or ask colleagues when they have questions. Many diverse comments were made to mechanically and procedurally improve the helpfulness of the notebook. About three-fifths of the faculty had their Advising Notebooks handy in their offices, two-fifths did not know where their Notebooks were.

Examination Profile Method

In May 1974, attempts were made to interview all faculty while remaining responsive to their workload and personal assessment of priorities; 51 faculty were interviewed (45% response rate of all faculty, 50% of FTE). Each was asked to select a recent Division I examination, a recent different Division I exam, and a Diviison II exam and to rate them on the Examination Profile. Because of interviewing time constraints, a second Division II exam and Division III exams were not assessed at this time. (In addition, the College's first full class of Division III exams could be expected to be atypical.) The same interviewing time constraints and the logistical difficulty of learning of scheduled examinations before they occur prompted this method of sampling examinations.

For each of the 130 examinations rated (some faculty had not had examinations at both Division levels) the involved student was sent a parallel questionnaire and requested to describe his/her examination; 42 students responded. This 32% student response rate may be partly explained by the timing of the study--the end of the academic year when many students were leaving campus.

Other IRE Studies

Other, ongoing studies by IRE provide additional evaluative data for the Progress-by-Examination project. Four surveys based on random samples of students were conducted over a two year period, May and October 1973 and May and November 1974. These results can be summarized as indicating an improvement from poor advising between May and October 1973 and relatively stable good classroom

* The first draft form of the Advising Notebook was specific to registration.

experiences throughout the period.

Academics are central in the student's experience at Hampshire. Academic factors are predominantly related to overall reported satisfaction with the student's Hampshire experience, although some social factors also contribute to satisfaction. Three-fourths of the students report they are satisfied with their Hampshire courses; about the same number each felt that they have learned from the course, and had planned on using the course in their next exam. Half the students reported that their class instructor was trying educational experiments or new approaches. A factor analytic study of student evaluations of courses found that three factors accounted for 80% of the total variance. The first factor reflected the student's satisfaction with the course and its personal usefulness, the second factor concerned the instructor's facilitation of the course, while the third focused on the instructor as a known person.

In terms of advising, however, student expectations are not as well met. A year ago, advising was reported by students as quite uneven, and not especially good. Some improvement has been made. Whereas in 1973 sixty percent of the students reported poor or fair contacts with their adviser, in 1974 this was reduced to 33%; in 1973 21% reported very good or excellent contacts, in 1974 this was increased to 44%. Advising seems to be more highly evaluated by newer students and by those more needy of advice and counseling--those less satisfied with their academic progress, being less energetic and enthusiastic, meeting more with their adviser, and having been at Hampshire fewer terms.

The advising centers seem to be an improvement for new students. In October 1973 half the new students rated their contacts with their adviser as only fair, a quarter as good, and a fifth as very good. In contrast, a quarter of the new students in November 1974 rated their advising center as competent and effective in helping with course registration to a little extent, a third rated it as of help to some extent, and a third rated it of help to a great extent.

Spring Term 1974 a pilot program of non-faculty advisers was instituted by the Office of the Dean of the College. Forty students were involved in the pilot program, 80% returned evaluation surveys in time for analysis. Their replies were compared with two norm groups: an October 1973 survey of 100 randomly selected students from which 70 replied; and the 17 first-year students replying from that October survey. The October 1973 study found faculty advising as evaluated by students quite uneven, and not especially good; there were few differences between the 17 first-year

students and the entire October sample. In marked contrast, the staff advisers were evaluated significantly better than either comparison norm group and overall were considered very good. The staff advisers were seen as more accessible, more easily approachable, more personally concerned about the student's academic progress, having more of a sense of the student as a person in addition to his/her role as a student, contributing more to the student's academic progress, and having a better balance between student and adviser responsibility. Staff advisees wanted to meet somewhat more often with their advisers, and did. The staff advisers were strongly and consistently evaluated more positively than the average faculty advisers were.

In February 1974 IRE offered Division II and III students the opportunity to take academic and vocational interest diagnostic tests. After surveying several potential nationally standardized tests and other means of assessment, two tests were selected: the Undergraduate Program for Counseling and Evaluation (UP) administered by the Educational Testing Service (ETS), and the Strong Vocational Interest Blank (SVIB) administered by the Interpretative Scoring Systems (ISS). Since that time, a unisex version has been developed, the Strong-Campbell Interest Inventory (SCII), and is now also available at Hampshire. Twenty-nine students registered for the UP and/or SVIB. Based on an evaluation of their experience, the SVIB and SCII are now routinely available through the School Advising Centers and through the Options/Graduate Relations Office. In addition, that office will be administering the UP tests.

Attached as Figure 3 is the draft of an article on "Using Bloom's Cognitive Taxonomy for Curriculum Planning and Evaluation in Nontraditional Educational Settings" by Daniel L. Kegan which has been submitted for publication.

Figure 1

General Educational Skills

Ability to recall knowledge: The student recognizes and/or remembers facts, terminology, and general information.

Ability to recall terminology and facts: The student recalls specific bits of information or symbols with concrete referents.

Ability to recall conventions, trends, categories, criteria, & methodology: The student recalls characteristic ways of treating and presenting ideas and data.

Ability to recall principles, generalizations, and theories: The student recalls the major schemes and patterns by which ideas and data are organized.

Ability to comprehend knowledge: The student is able to communicate by translating, interpreting, or changing thoughts and ideas into parallel forms. Parallel forms include, but are not limited to, speaking and/or writing "in your own word," discovering relationships such as cause and effect or similar and different, drawing pictures, and acting out.

Ability to apply knowledge: The student is able to solve problems by transfering prior knowledge and/or learned behavior to new situations similar to those in which the student encounters in every day life as related to the specific subject.

Ability to analyze knowledge: The student is able to solve problems through an organized process of investigation where features of the problem are identified; internal and/or external relationships are established; and logical conclusions are justified. Special attention is given to the investigative methods and the reasoning processes employed.

Ability to synthesize knowledge: The student is able to discover new knowledge and/or knowledge which is new to him through creative original thinking.

Ability to evaluate utilizing knowledge: The student is able to make judgments based upon available evidence and/or established standards; or set standards and thereby make judgments.

Physical abilities demonstrated: For example, dance, theater, laboratory skills.

Ability to project personal style: For example, poetry, painting, written reports, oratory.

IRE #74-009. 12apr74

Figure 2. Examples of the Cognitive Taxonomy Using Possible Hampshire Examination Tasks

Skill	H & A	L & C	N S	S S
Recall terminology	Identify iambic pentameter	Describe CDC Cyberg bit,byte,baud	Draw periodic chart from memory	Estimate r from scatter diagram
Recall conventions	Identify 3 sonnet forms	Diagram deep structure of a sentence	Draw force diagram for child on a swing	Graph a function given tabular data
Recall principles	Discuss Dada	Discuss Whorfian hypothesis	Discuss Maxwell's equations	Discuss Hull's learning equation
Comprehend	Compare Kant & Tillich	List probable effects of TV on children	Discuss disagreement Ptolemic & Copernican systems	Discuss financial articles & data in one issue of New York Times
Apply	Write exam contract in blank verse	Flow chart,code, & run computer program	Grow & eat polyploit potatoes	Successfully organize support for Academic Council passage of personally significant motion.
Analyze	Analyze Picasso's Chicago sculpture	Logically diagram samples of Rodino Impeachment Hearings	Quantitatively analyze sample of Conn. River	Construct & interpret sociometric analysis of seminar discussion
Synthesize	Outline a personal philosophical statement	Design reinforcement schedule to facilitate more active discussion, base data from conversation analysis	Describe new compound which might help energy crisis, if compound created	Hypothesize causes & effects of student housing choices
Evaluate	Judge personal statement from perspective of Socrates, Spinoza, Satre	Critique "Z" as art & as propaganda	Evaluate cost/benefit of popular "energy-saving" programs	Critique a School meeting
Physical abilities	Paint a portrait	Build a Babbage calculator	Construct a phone bug	Build a biofeedback device
Personal style	Play Gershwin	Mime	Design a diet	Be participant-observer

IRE# 74-009, 12aug74.

S TUDIES FROM
H AMPSHIRE COLLEGE
I NSTITUTIONAL
R ESEARCH AND
E VALUATION

Figure 3

USING BLOOM'S COGNITIVE TAXONOMY FOR CURRICULUM PLANNING AND EVALUATION IN NONTRADITIONAL EDUCATIONAL SETTINGS

Daniel L. Kegan

July 1974

Working Paper #R02
Draft: Not for quotation without permission.

Abstract

A tool based on Bloom and Krathwohl's Taxonomy of Educational Objectives, the Examination Profile, is presented for use in nontraditional and in traditional educational settings to provide planning and evaluative information. It's non-detailed general categories can be helpful in structuring the multitudinous and diverse interactions characteristic of nontraditional education, while helping address questions of educational objectives and accountability. Finally, data using the Examination Profile and evaluating the Divisional Examination system at Hampshire College is presented.

The author appreciatively acknowledges the assistance of Melissa Betts, Robert Birney, Jenna Kohles, Barbara Lancaster, Robert von der Lippe, Mark Wittow, and Carol Woolfe, and the cooperation of the participating faculty and students. This research was partially supported by grant No. OEO-0-73-7035 from the Fund for the Improvement of Post-Secondary Education, U.S. Department of Health, Education, and Welfare.

HAMPSHIRE COLLEGE, AMHERST MASSACHUSETTS 01002

Using Bloom's Cognitive Taxonomy for Curriculum Planning Evaluation in Nontraditional Educational Settings

Daniel L. Kegan

Hampshire College

The student participation movement of the late sixties and its causal antecedents have left a dual legacy. On the one hand, open, informal, and nontraditional educational approaches and institutions have been spawned throughout the country (CIUE, 1974; Dressel, 1971; Kegan, 1974a; Kozol, 1972; MacDonald, 1973; Patterson & Longsworth, 1966; Rathbone, 1972). Diverse in their specifics, one common theme may be seen in open classrooms, schools without walls, free schools, contract learning, college residential learning centers, and university experimental colleges; central is the active involvement of the student in determining his/her academic objectives and program.

While metagoals are likely to have been established by the designers of a nontraditional institution, the specific educational objectives chosen and behavioral outcomes enacted by a student cannot be known or specified in advance, for such choice is a critical part of the educational setting. In addition, nontraditional (relative to the dominant modes in the recent past, cf. Bane, 1972; Cremin, 1971; Duberman, 1972; McClintock, 1971) pedagogy tends to favor process and affective rather than exclusively content and cognitive objectives. By focusing on affective and high cognitive objectives as well as the supporting lower cognitive objectives, nontraditional institutions are actually planning a larger proportion of the total influence of the school on the student, although such structure is often less readily visible than major credit hours and distribution course requirements (Miles, 1972). However, the goal statements of nontraditional planners are often not readily measured directly. Rather than bind the student to a fixed curriculum, nontraditional catalogs may discuss the value of responsibility, self-direction, self-esteem, self-control, and awareness, while successful graduation may depend on the judgement of faculty that a student's progress and work meet their implicit, subjective standards.

The second legacy of the student movements of the late sixties is increased pressure for accountability and thus for behavioral objectives (Perrone & Standberg, 1972; Popham, 1974; Welch, 1974; Metfessel et al, 1969). While there are many benefits to the prior

specification of intended educational outcomes, there is some conflict between this and the development of self-guiding students (Ojemann, 1973); however, this tension does not mean that nontraditional education has no need for accountability, evaluation, and specification of measurable objectives. In fact, because of the lesser experience with nontraditional education and its need to justify and defend more than is usually the case for traditional institutions, more descriptive and evaluative information is needed.

Ebel (1973) has suggested that while insistence on detailed statements of educational objectives may be of questionable value, it is more urgent for educators to reach agreement on their general purposes and goals. In his review of studies on the organization and administration of higher education, Peterson (1974) notes the lack of research relating goal consensus to greater or lesser effectiveness, while Bidwell (1965) and Sarason (1971) discuss the high value teachers place on autonomy. Finally, Gabarro (1974) highlights the usefulness of integrating devices in organizations with subgroup autonomy and interdependence (cf. Lawrence & Lorsch, 1969). This paper presents a tool, the Examination Profile, which may be used in nontraditional and in traditional educational settings to provide planning and evaluative information. By operating at a middle level of specificity it is applicable to a wide range of individually tailored curricula, while providing a schoolwide integrating, planning, and evaluation device.

The Examination Profile

For a study of academic progress at Hampshire College we needed a general, noncurriculum-limited research instrument consistent with the organizational climate and norms. At Hampshire, divisional examinations are the sole measure of academic progress; they are student-initiated learning contracts approved by a faculty member. The Divisional framework, which replaces the conventional freshman-senior sequence, was designed to accomodate individual patterns of learning and growth, while helping the student move steadily toward greater independence in study. A Division I exam demonstrates the student's independent ability to pursue advanced work--competence in a "mode of inquiry." At the Division II level the student, with the help of a faculty adviser, designs and completes studies in the chosen area of concentration, often multidisciplinary. For Division

III the student completes an independent project and participates in an integrative activity. During its initial four years, Hampshire has worked to define and explicate its expectations and standards for the three divisional examinations--the major criteria for graduation. However, balancing individually-tailored curricula with college-wide standards was not an easy process.

While it was not easy, such balancing was necessary for the academic planning and evaluation of this new, experimenting college. Bloom and Krathwohl's Taxonomy of Educational Objectives (1956, 1964) provided a useful conceptual framework, although it has been used for curriculum design and evaluation within specifc content areas in most prior research (personal communications with Masia, 1973 and Bloom and Krathwohl, 1974; cf. Stede, House & Kerins, 1971; Williams, 1973; Willson, 1973).

The Examination Profile asks a research participant to rate on a five-point scale the extent to which the student displayed various skills (see Figures 1 & 2). The five-point extent scale was chosen for its versitility and its fully reported methodological development (Taylor & Bowers, 1972). Rated skills include the six major cognitive objectives (recall, comprehension, application, analysis, synthesis, and evaluation) and the three cognitive subcategories of knowledge recall. Knowledge recall was given more detailed assessment since these objectives are so dominant in much traditional education. The affective domain was assessed by four questions concerning the student's displayed motivational interest. Demonstrated physical abilities and personal style (a nontaxonomic skill added after discussion with performing arts faculty) were also rated. In addition to these skills from Bloom's Taxonomy, several questions were asked concerning the examination process, for example: difficulty of writing the exam proposal, student and examiner enjoyment of the exam, agreement on exam standards, and fulfillment of examiner responsibilities. Finally, an overall evaluation of the examination was requested.

Prior to this Examination Profile evaluation, faculty had been meeting in small workshop sessions to discuss examinations, standards, and advising. A questionnaire similar to the Taxonomy section of the Examination Profile was used to request assessment of faculty standards for "a good pass" at each divisional level. It was hypothesized that there would be significant differences in priorities of cognitive taxonomic levels across divisions, and that these priorities would be different from those associated with freshman to senior work at a traditional college. However, the bulk of the faculty were disinclined to complete the questionnaire,

finding such general abstractions incongruent with their focus on individual learning. An anti-empirical orientation of some faculty further increased the difficulty of obtaining comprehensive, valid data (cf. Kegan, 1974b).

In consideration of these factors, an interview format with a rather structured questionnaire was developed for faculty. The repetitious precoded format was mitigated by several factors: focus on concrete examinations by specific students, general open-ended questions following the three examination ratings, and a responsive interviewer. Although the current version of the Examination Profile has produced useful, discriminating data, the reliability of its data can be expected to be impaired if the raters do not have a collaborative orientation toward the research or evaluation project (cf. Argyris, 1968). On the other hand, as faculty and other academic planners gain experience with the way such a framework can helpfully structure the multitudinous and diverse interactions characteristic of nontraditional education, their expertise in rating and the validity of the resultant data should be improved.

There were several rather straightforward questions to be asked of the Divisional Examination system: Do faculty agree on the criteria for a good exam; do student evaluations agree with those of their examiners; do non-Hampshire faculty describe Hampshire examinations differently from Hampshire faculty; how do examinations differ at the various Divisional levels; which cognitive taxonomic levels contribute to good exams; are practiced exam criteria consistent with official policy. Some of these questions are still being studied, others are reported below.

Attempts were made to interview all faculty while remaining responsive to their workload and personal assessment of priorities; 51 faculty were interviewed (45% response rate of all faculty, 50% of fte). Each was asked to select a recent Division I exam, a recent different Division I exam, and a recent Division II exam. Because of interviewing time constraints, a second Division II and Division III exams were not assessed at that time; the same time constraints also prompted this means of sampling examinations. For each of the 127 examinations rated (some faculty had not had examinations at both Divisional levels) the involved student was sent a parallel questionnaire and requested to describe his/her examination; 42 students responded. This 33% student response rate may be partly explained by the timing of the study—the end of the academic year when many students were leaving campus. Also some selected examinations had occurred prior terms and the

students were on leave. In cases where the student was known to be off-campus, questionnaires were mailed.

Results

Matching student and faculty ratings showed that faculty more than students felt that a) the examiners agreed on the standards for the exams, b) the examiners fulfilled their responsibilities, and c) the exam was a direct outgrowth of course work (paired t-tests using SPSS, $p < 0.05$). Students more than faculty felt that their exams displayed d) the ability to recall principles, generalizations, and theories, e) the ability to evaluate utilizing knowledge, and f) the ability to project personal style. There were no other significant differences between faculty and student ratings, including certainty of ratings and overall evaluation of how well the student did on the exam.

Twenty-one faculty did not have any of their nominated students respond; thirty faculty did. These sets of faculty ratings significantly differed only on three items (t-tests, $p < 0.05$): faculty with responding students felt the students enjoyed the exam more, felt the examiners enjoyed the exam more, and felt the discussions with the committee at the exam were more helpful than did faculty with nonresponding students. Since there were no significant differences between the matched faculty and students on any of these items it seems reasonable to infer that the more enjoyable the exam experience the more likely the student was to respond to this study.

Regression analyses were done for the faculty ratings to assess the relation between overall exam quality and the cognitive taxonomy levels. For Division I exams 72% of the total variance was explained by the cognitive levels: synthesis was the dominant skill accounting for 54% of the variance; recall of conventions, trends, categories, and methodologies accounted for 9%; and application accounted for 5%. In contrast, evaluation accounted for 63% of the variance for Division II exams; recall of conventions for 11%, and comprehension and recall of principles each for 4%; altogether 85% of the total variance for Division II exam quality was explained by the cognitive taxonomy levels.

Finally, dichotomous contingency table analyses were performed for a few critical variables against all the variables of the Profile. In general, most of the questions on the profile were positively associated with divisional level, with

motivational interest, and with overall quality of the examination (Kendall's Tau, $p < 0.05$). Part of this may be explained by a halo effect, by the relative difficulty and newness of the rating task, and by an implicit unidimensional assumption that a good (or poor) exam will evidence all the taxonomic skills to a large (or little) extent. In spite of these fuzzying factors significant relations did appear, as discussed in the above t-test and regression analyses.

Reversals to this general trend of positive associations were instructive for the evaluation of the examination system. Division II exams as compared with those of Division I seemed to be a problem area. Faculty ratings indicated that students and faculty enjoyed Division II exams less, that the examiners learned through the exam process less, and that each of the examiners fulfilled his/her responsibilities less.

Discussion

A traditional freshman-to-senior educational sequence might parallel the cognitive taxonomic levels, with a heavy emphasis at the lower levels of knowledge recall and comprehension. Nontraditional institutions are likely to have different temporal orderings and different priorities for their educational objectives. Until or unless nontraditional education becomes dominant and traditional, its faculty and students can be expected to have been previously educated and socialized primarily under traditional educational systems.

To assess curricular planning, to help explain to students faculty standards, to compare actual practice with official policy, to provide data for external accountability, and to do so while retaining the saliency of individually tailored educational programs, a generalized curriculum-free version of the cognitive taxonomy of educational objectives can be a useful tool. As with any tool, it is not magic; it does not provide a reality of "hard data" any more meaningful than the subjective judgements it requests. And as with many data tools, its beneficial impact can be synergistically increased if it is appropriately fedback to the participants in the study (Bowers, 1973). However, the Examination Profile does provide a framework upon which the judgements which are being made in nontraditional and in traditional settings may be surfaced, examined, and evaluated.

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Figure 1. Examination Profile

1. Divisional level 2. School 3. Were you chairperson

This Examination Profile is designed to describe an examination and to measure how much a student has achieved (learned) certain universal educational objectives or skills as shown by his/her divisional examination. Please rate the student's examination you are about to observe or review according to how you feel the exam went. Leave blank inapplicable questions. Comment as desired. Use this EXTENT scale: 1) to a very little extent; 2) to a little extent; 3) to some extent; 4) to a great extent; 5) to a very great extent.

TO WHAT EXTENT:

4. was a written paper(s) an important part of the contract
5. was a performance or demonstration an important part of the contract
6. was a discussion an important part of the contract
7. was it difficult to write the exam proposal/contract
8. was it difficult to find a chairperson for the exam committee
9. was it difficult to find other members for the exam committee
10. was it difficult for the exam committee to get together
11. did the student seem to enjoy the exam
12. did the examiners seem to enjoy the exam
13. did the student seem to learn through the exam process itself
14. did the examiners seem to learn through the exam process itself
15. did the student's standards for the exam agree with those of the committee
16. did the examiners seem to agree on the standards for the exam
17. did the examiners seem to know the subject matter
18. were the discussions with the committee at the exam helpful
19. was the written evaluation helpful to the student/not written?/
20. did all members of the committee participate in all evaluation activities (read papers, observe performances, attend orals, etc)
21. did each of the examiners fulfill his/her responsibilities
22. was the exam a direct outgrowth of course work
23. did the contract and exam directly evidence the student's academic progress
24. did the contract and exam directly evidence the student's general growth
25. How long was the oral exam, if any: __ minutes.

Now please rate how much you feel the student displayed skills as described in Figure 2. Mark spaces only for those skills that make sense to you and seem appropriate to the work at hand. Any other observations or comments you can add will be appreciated.

26 Which of these four statements best describes the motivational interest displayed by the student. For that single statement, mark whether it was displayed to a great extent or to some extent:

Primarily interested in getting a pass;
Some interest, but unlikely to continue in area;
Extended interest, likely to continue in area for a few years;
Central interest, likely to remain for years.

27 Ability to recall knowledge
28 Ability to recall terminology and facts
29 Ability to recall conventions, trends, categories, criteria, and methodology
30 Ability to recall principles, generalizations, and theories
31 Ability to comprehend knowledge
32 Ability to apply knowledge
33 Ability to analyze knowledge
34 Ability to synthesize knowledge
35 Ability to evaluate utilizing knowledge
36 Physical abilities
37 Abilities to project personal style
38 To what extent are you certain of your above ratings
39 Overall, how well do you feel the student did on the exam (write number):
1) poor; 2) fair; 3) good; 4) very good; 5) excellent

Figure 2. General Educational Skills

Ability to recall knowledge. The student recognizes and/or remembers facts, terminology, and general information.

Ability to recall terminology and facts. The student recalls specific bits of information or symbols with concrete referents.

Ability to recall conventions, trends, categories, criteria, & methodology. The student recalls characteristic ways of treating and presenting ideas and data.

Ability to recall principles, generalizations, and theories. The student recalls the major schemes and patterns by which ideas and data are organized.

Ability to comprehend knowledge. The student is able to communicate by translating interpreting, or changing thoughts and ideas into parallel forms. Parallel forms include, but are not limited to, speaking and/or writing "in your own words," discovering relationships such as cause and effect or similar and different, drawing pictures, and acting out.

Ability to apply knowledge. The student is able to solve problems by transfering prior knowledge and/or learned behavior to new situations similar to those in which the student encounters in every day life as related to the specific subject.

Ability to analyze knowledge. The student is able to solve problems through an organized process of investigation where features of the problem are identified internal and/or external relationships are established; and logical conclusions are justified. Special attention is given to the investigative methods and the reasoning processes employed.

Ability to synthesize knowledge. The student is able to discover new knowledge and/or knowledge which is new to him through creative original thinking.

Ability to evaluate utilizing knowledge. The student is able to make judgments based upon available evidence and/or established standards; or set standards and thereby make judgments.

Physical abilities demonstrated. For example, dance, theater, laboratory skills.

Ability to project personal style. For example, poetry, painting, written reports, oratory.

APPENDIX O

CHARLES TESKE'S REPORT

Hampshire College Project:

Academic Progress by Examination

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I. Introduction -- (A) the Consultation and (B) the Consultant's Perspective

II. Descriptive Materials: Accuracy and Usefulness

III. Examination Procedures and Academic Standards

IV. Utility of the Formal Evaluations

V. Summary and Recommendations

I. The Consultation

From the late afternoon of Sunday, February 17, 1974 through the early afternoon of Wednesday, February 20, I visited faculty members, students, and administrators of Hampshire College to discuss and to review the procedures associated with Academic Progress by Examination. Having become acquainted with several Hampshire persons from 1971 onward, I was eager to inspect this new and vital enterprise at first hand. As an academic planner and administrator of another newly founded and academically innovative institution, I was eager to compare experiences, to examine similarities and to discuss differences in procedure. Those I met at Hampshire were also much interested, beyond the specific range of my investigation, to converse about the experiences of Evergreen in its first two-and-a-half years of full operation.

This community of larger interests absorbed time and effort. During my brief visit there was no opportunity to witness an examination; there was only limited opportunity to scrutinize samples of the student work and faculty evaluations which document the examination process. Yet the general comradeship may also have helped me to understand more quickly some salient points about Hampshire examinations. Moreover, I arrived at a time when the total evaluation system of the college was under widespread and vigorous discussion. Through the round of formal meetings, participation in seminars, appointments with individuals, scrutiny of documents, social gatherings, and informal conversations with students, teachers, and staff members, I was intensely involved in discussions of the workings of examination/evaluation processes.

Perspective

It should be clear at the outset that I applaud the goals and working principles of Hampshire -- the resolutions to dethrone the fractional course as the unit of instruction, to move beyond ambiguous alphanumeric grades toward a more precise system of narrative evaluations, and to reject prescribed exposure by fixed instructional contact hours in favor of demonstrable understanding as the substance of the baccalaureate program. The educational reasoning here is sound; the aims are commendable; the procedures, examined individually, are sensible and firm in conception. As the body of this report will indicate, however, there may be a few discrepancies in the total design and especially in the nomenclature through which it is articulated.

My comments deal primarily with the relationship between the published materials on Academic Progress by Examination, which I had time to study both before and after the consultative visit, and the actual procedures which I heard and read about during the visit. Remarks about the examination procedures themselves, the academic standards employed to evaluate the work, and the utility of the formal evaluations -- all these are based on the reading of a small sample of papers, evaluative narratives, and transcript materials. Yet as a writer and editor of the academic-area sections of a college catalog, I see some value in comparison of general rhetoric with specific descriptions, and of all such descriptions with what one can learn about concrete practices.

The problems which may attend these practices can surely be worked out by the continual application of good sense and good will. For I believe that even the most logically coherent system cannot work without intelligent and energetic people to make it work; whereas such people can overcome whatever slight flaws a design may have by their daily collaboration. Hampshire has such students and teachers and administrative staff members. Considering the potential of Hampshire for leadership toward a valuable diversification of techniques for postsecondary education in America, I find it to be of great importance to all of us that its characteristic methods should take root and thrive. I am concerned mainly with the adjustment of the names of these methods.

II. Descriptive Materials: Accuracy and Usefulness

Like the highly motivated and somewhat self-consciously pioneering people at other innovative colleges, the people of Hampshire tend to share relatively clear understandings of their central terms. Though "my Division I Exams," "your Division II Exam," and "her Division III Exam" may stand for widely diverse activities, Hampshire people know what they are talking about when they speak to each other. The materials written primarily for internal use sustain this clarity. The Portable Adviser on Exams, a detailed and delightful booklet specifically addressed to the eighteen-to-twenty-year-old clientele for Division I examinations, does a very good job of setting forth opportunities and responsibilities. It is attractive in format, youthful in spirit, and explicit in its directions. The brochure on The Examination Process, though necessarily more serious in tone and legislative in format, also conveys precisely the steps which a student should take and the reasons for them.

The explicators of the Hampshire system, however, have not been able to avoid some problems endemic to innovative programs as they turn to address the general public on the crucial issues of measuring students' achievements, the meaning of their baccalaureate degrees, and their readiness for employment or admission into graduate study. The most general statements about the Hampshire examination system in the main catalog and in the Brief Perspective are the least satisfactory descriptions of the system -- not just because they cannot contain much illustrative detail but also because the central terms tend to go out of Hampshire's control when they are not carefully and lengthily qualified.

Fair words, indeed. What do I mean by them? Perpend: When one attempts to find names for a new and different academic program or set of arrangements, three strategies are available: (1) mint new words or employ acronyms made from existing words (e.g., Evergreen COG's, DTF's and PORTALS); (2) put existing words together in somewhat strange but nonetheless controlled contexts (e.g., Evergreen "coordinated studies" and "reverse internships"); or (3) bend familiar phrases to your service by means of careful qualification in the surrounding descriptive material (e.g., Hampshire "comprehensive examinations" and "Divisional Examinations"). Alternative (1) has the advantage of announcing clearly a departure from conventional practices and the disadvantage of emphasizing the strangeness of a system which unsettles and tampers with traditional academic procedures. Alternative (2) has the advantage of conveying novelty without complete disorientation but the disadvantage of awkwardness. Alternative (3) has the advantage of familiarity -- perhaps with a semantic bonus of reassurance that the innovators have not after all departed so much from traditional academic values -- and the disadvantage that it may mislead those who do

not recognize the new meaning, who do not pay sufficient heed to further qualifying material, and who thus may apprehend both denotations and connotations which the innovators do not intend to communicate. It takes only a bit of further reading in the catalog or Brief Perspective to gather that Hampshire "Schools" are somewhat like others' "divisions," whereas Hampshire's "Divisions" are somewhat like others' "levels" -- "distribution requirements," "major requirements," and "senior thesis," if you will. But the central term "examinations," especially when qualified in the catalog as "comprehensive examinations" may well turn out to be easily enough misunderstood by the world at large and inaccurate enough as a description for what actually goes on that its usefulness can be questioned.

I submit that the words which I underline in the reference of the main catalog (p.4) to "competence and progress measured by comprehensive examinations which the student helps design" share some of the ambiguities for which the phrase "Holy Roman Empire" has become noted. Hampshire students do not appear to take what most of the world has meant and means by "examinations." There appears to be no guarantee and hardly a conscious requirement for "comprehensiveness." (What Hampshire does is better, and it should say so.) And there may or may not be enough concern for "progress" in the system, depending upon which possible definition of "academic progress" one chooses to employ. The effect of using such conventional terms at a high level of generality is to make Hampshire's central rhetoric sound like the Lafayette-Yale-Oberlin language with which I grew up, whereas the reality of Hampshire's practices is more like that of the learning contracts and seminar projects of Evergreen, another experimenting institution. Let me belabor the point for the sake of clarity.

Examinations:

If one reads The Examination Process carefully and critically, one finds a certain amount of shifting among processes and products, "knowing" and "knowing-how-to-do." Some of this is inevitable, given the flexibility and diversity encouraged in Hampshire examinations. But a fairly large question hovers over the descriptions: what initiative do the examiners have -- what responsibility to conduct their investigation of the student's competence beyond the specific terms the student has set in designing the exam? Though conventional examinations at other schools are usually limited to the topics of a course or of a department, and though a student may have some say in choosing the specific areas in which he or she is to be examined, the normal use of the term "examination" seems to imply primary initiative on the part of the examiners. By honestly qualifying the term with "examinations which the student helps design" and then spelling out the primary initiative of the student as to subject matter, composition of the examining committee, and method of demonstration, Hampshire seems to move away from the procedures to which "examination" would usefully apply and toward some kinds of measuring procedures for which there are other but no less meaningful academic terms. When the Portable Adviser says, "After you've gotten a committee to agree to work with you and chosen a chairperson, set a time when you can all get together to hold or evaluate the exam" (emphasis mine), it appears that "an examination" can mean either the product presented, the presentation of the product, or the evaluation session.

Thus many Hampshire examinations really seem to be presentations of projects to helpful critics for formal evaluation. They are like theses and thesis-defense sessions, like juried exhibits of art works when the jury also questions and advises the artist, like juried music recitals after which the jury interacts with the performer. Some such displacement of terms is recognized in several documents (e.g., The Examination Process and Division III at Hampshire College) where the term "examiners" is generally avoided and is replaced by "evaluators." (At Evergreen, dealing with student performances and public presentations, we sometimes use the phrase "examination by audience"; but we consciously preserve its figurative meaning.) I submit that what Hampshire does is too important in its innovative emphasis to be symbolized by a conventional term, the accuracy of which is questionable. The language of the Division III policy statement seems most appropriate for the whole system -- not "examinations" and "examiners," but "projects," "evaluators," and "times and methods of evaluation."

Comprehensiveness:

When one adds another qualifier and speaks of "comprehensive examinations" -- a phrase which, fortunately, occurs seldom in the published materials -- the difficulty increases. For if the term "examinations" can be stretched to cover many phenomena, "comprehensive examinations" has a much more rigid conventional meaning. It is difficult to see how -- unless the committee swiftly leaves thesis-defense techniques and turns to those of a candidate's-oral-examination -- a "computer program, musical composition or performance, theatrical production, painting or photographic exhibition" could be made the occasion for a truly comprehensive evaluation of a student's capabilities, especially at the Division I level. Nor is there much evidence from the exam-projects and evaluations I have read to indicate that a concern for breadth of understanding permeates the process.

A certain amount of inconsistency turns up in the published materials whenever they try to link focused projects, set up largely by student initiative, with the conventional ideal of coverage -- comprehensiveness. Even though Hampshire's expression of this ideal emphasizes methods rather than subject matters, the impression lingers that the published materials try to satisfy all comers at the expense of precision. Perhaps it is possible for evaluators to generalize from the carrying out and writing up of an experiment to the student's total grasp of natural-scientific and social-scientific method, but when The Examination Process speaks of "an adequate grasp of the mode of inquiry in the humanities" (emphasis mine) -- as if there were only one mode -- and then, by implication, lets such an understanding serve for the whole purview of Humanities and Arts, I begin to worry. When, in the further description of examination differences among the schools, things get more pluralistic and precise -- "basic scholarly competence in some areas of the humanities and arts, i.e., into their appropriate modes of inquiry and expression" -- my worry subsides a bit. This is more like it, save for the somewhat gratuitous "scholarly," which does not appear to be a necessary criterion in practice.

But then, having read "some areas" in one place, in another I come upon a student's concern with a single focus: "A second Division I exam...involved

the presentation of a writing portfolio containing published magazine and newspaper articles I had written over the preceding three years... the examiners had confronted me with ideas that I must consider if I were to continue to write." Excellent. Not "comprehensive," not pretending to satisfy a whole school's worth of expectations by a single mode of inquiry -- but performing a sequence of tasks, learning from it, presenting it for evaluation, and learning from the evaluation. Thus some "examinations" may be comprehensive; others are not. It does not help to make a sweeping claim for the system when one's own published materials contradict that claim.

Progress:

Not so much contradiction, but rather confusion occurs when one asks what "progress" means and how examinations are to measure it. Several definitions could be applied. It might simply mean "progress toward the degree" in the sense of "what you have to do to graduate from Hampshire" -- certainly accurate, if somewhat tautologous. The Examination Process qualifies this by specifying "competency examinations" as gates which "regulate advancement between the Divisions" -- practical enough, but more a matter of traffic management than of concern for the student's development. Written more from a faculty point of view, some of the school materials suggest that "progress" will mean movement deeper into a specific field or a specific interdisciplinary concern. Somewhat more cogent educational thinking is apparent in statements that examinations are both retrospective and prospective or diagnostic -- that they demonstrate the competence to deal with problems, to master a series of concepts and techniques, of increasing difficulty; that they "assess the student's readiness for more advanced work" and "mark the student's readiness to progress to increasingly independent and complex study." Such demonstrable "readiness" is surely a valid ideal, a worthy definition of "academic progress." Yet in trying to stay free of "duration of study" and by not guaranteeing much internal continuity in the evaluation process, it appears that the Hampshire system may neglect another meaning of "progress" -- the rate and the quality of growth.

The published materials and sample portfolio do not make clear whether there is a major concern for the overcoming of weaknesses, for the improvement of competences or even the development of new competences, for learning how to learn. They would serve equally well to measure a student who had passed all the exams with basically the same strengths and equipment (silk purse in -- silk purse out) and a student who had achieved large gains in his very capacities to deal with problems at all. Perhaps Hampshire is much more interested in objective achievements than in attempting to measure personal development -- enlightenment, maturing of attitudes, remedying of deficiencies. If not, those responsible for the examination system might take on the very difficult tasks of (1) defining the kinds of growth which are expected and (2) modifying somewhat the conditions under which projects are performed and evaluated so that academic growth can be measured.

Perhaps my concern with "examinations," "comprehensiveness," and "progress" has been merely an exercise in semantic nit-picking. Perhaps I have simply brooded too long over the published materials and, knowing all too well the

ambiguities and inconsistencies in what I have helped to write for Evergreen, have seized too eagerly upon the chance to criticize the rhetoric of valued acquaintances. But these are some weaknesses which have appeared to me. They come under the heading, "Please say what you mean." Now, turning to my all-too-brief observation of examination and evaluation practices, I shall offer some further remarks under a heading which, for the sake of epigram, might read: "Please mean what you say."

III. Examination Procedures and Academic Standards

Whether or not Hampshire is committed to the growth of its students as so many personal metamorphoses, I assume that it is concerned with the strengthening of each student's iniative; with the ability to relate topics of learning; with not only doing but also understanding the meaning of what one is doing; and with articulating continuity about what one knows, what one does not know, and where one should go next. If these are indeed the goals, beyond the satisfactory completion of individual pieces of work, then my reactions to the materials presented from three examinations ("A," "B," and "F") must be somewhat mixed.

Student A had attempted a comparison of the modes of inquiry and characteristic achievements of a major sociologist and a major poet. It was not clear from the paper which resulted from the project what competences at the Division I level this comparative study was to demonstrate. Though the student provided some interesting impressions about the poet's work and showed much enthusiasm for poetry as a way of thinking and knowing, A gave only short shrift to the social scientist. Pitting the strengths of the one writer against some weaknesses and misperceptions about the other, A turned out an exercise in special pleading of questionable usefulness -- as a document in itself and as a demonstration of what A could do. I was left with questions about the kinds of guidance A had received in developing the project and carrying it out. Because no evaluations had been written, I also could not tell how the work had been judged and whether further oral questioning had elicited evidence of a firmer grasp on the difficult problem of comparing two radically different kinds of writing.

Student B had turned in much better pieces of work on topics of historical, cultural thought. In reading one of B's papers, I asked, however, whether the student had taken any responsibility in this Division I examination project for assessing the value of Rousseau's thought to B or to us beyond the historical context. To what extent did the paper relate to course work? To what extent had there been interaction in helping B to learn what B did not already know how to do? What did B experience in doing the paper? To what extent were this paper and B's other projects more than the extension into new subject matter of old (and good) habits?

B's principal evaluator did a lucid, fair, and precise job in analyzing the papers as isolated productions, considering their content and the level of competence shown in the researching and writing. But what progress did they represent? What process had taken place as B had used these particular tactics within this particular strategy? Did the examiners know about the relationship of this work to the courses B had taken? Did they talk at the evaluation session or at any other time of how B went about preparing the papers? Did they talk about B's ability to relate this specific learning to concerns beyond the scope of the papers themselves? Neither the documents submitted nor the principal evaluation provided answers.

Student F had taken on a laudable sequence of projects, connecting Division I studies in the natural sciences with a Division II concentration and a further specific and useful independent project. The linkage of industrial exposure to pollutants, the presence of these pollutants in moonshine liquor, and the corresponding studies of pollutant poisoning in urban children displayed a strong strategic sense for making connections. F had used time and effort well, following a particular problem through ever more rigorous techniques of research and specialized readings. It was work to be proud of, and the evaluations of F's work spoke accurately of F's achievements, both in the specific papers and in the conception of the whole sequence.

Questions still came to mind. When F's evaluator spoke of F's "scientific approach," "sensitivity," and "ability to extract meanings," these competences sounded like essential, static characteristics of F. I asked: From where to where did F move in F's own thinking? What relationship did the work have to courses? What questions had F formulated at the outset? How had F modified the research designs during the run of the projects? How did F conceive of the striking linkages of seemingly disparate bodies of research? Will this strategy carry over into the future? Did F, in the oral evaluation session, demonstrate the ability to range beyond the sequence of research projects? Insofar as Oxford tutorials are useful, F's evaluation session must have gone off commendably; a dialogue among peers obviously took place. Like B, F had obviously decided to imitate recognized scholarly models, even though the methods employed in presenting the projects and undergoing evaluation were not traditional. Unfortunately, F's work conveyed even less about the process by which it was developed than did B's, for F had chosen to adopt the Science format for the papers. I asked: How did F know about this format? Who, if anyone, advised F to imitate it? On what grounds did F choose it? And I suggest that, if Hampshire really wants to measure progress such firmly objective papers should be accompanied, either in writing or during the evaluation session, by a discussion of how the student went about conceiving and bringing off the project. A technical paper on DNA should be accompanied by a Double Helix.

There was no problem with the academic standards which the evaluators had applied in writing about the work which B and F had presented. Similarly, from a discussion with one of A's evaluators, I found that our judgments concurred on the weaknesses and unrealized potential of the project. Indeed, throughout my brief stay at Hampshire -- in classes which I attended, discussions in which I participated, and conversations with both faculty members and students -- I gathered that traditionally valid standards for measuring pieces of academic work were indeed being maintained. Hampshire teachers were not afraid to speak candidly from the best of their knowledge, and Hampshire students seemed willing to listen and to act upon the guidance they had received, still taking primary responsibility for their own learning.

If I had judged only by the traditional measurements which applied throughout my own formal education, I might have had some qualms about the amounts of work which some of these students were presenting for their examinations. A's paper, for example, might have been handed in elsewhere as one of three paper-assignments in a single course at a conventional school with high expectations. But perhaps, balancing quality and quantity, I should have felt otherwise if the work had been better. The one paper of B which I read might

have been a term-paper in a semester course elsewhere. Only F's sequence of papers, demonstrating continuity and gathering momentum, would have put traditional "quantitative" thoughts out of my head so that I could concentrate upon the quality with which the work fulfilled Hampshire's ideals. Perhaps this point, a relatively minor consideration, indicates some need for adjusting expectations about the impact of examination projects according to whether they build on much previous or concurrent course work or whether they are undertaken separately from course work. Before saying that A or B present enough evidence to justify verdicts of "pass," I should have to know more about the processes by which they had developed the work, the expectations of evaluators implied in other verdicts of "pass," how far each of them had come from differing backgrounds.

Moving now from traditional assumptions to more typically Evergreen assumptions, I worry somewhat about the uniform application of standards to the productions of different students under the heading "measurement of progress." I can conceive of two students, X and Y, presenting two very similar projects (without having communicated at all) and talking in similar fashion with their Division I evaluation committees. For X, who possessed a solid high-school and family background in the subject, and who then took two Hampshire courses related to it, the evaluation might reveal that the work was not vigorous enough to merit a "pass" -- that it simply followed good habits, a line of least resistance; that it had involved little learning. For Y, who had known nothing about the subject before entering Hampshire and who had embarked upon the project because of a stimulating suggestion caught in an only slightly related course, a similar product might signify a triumph of learning and clearly deserve a "pass." Can the Hampshire system distinguish between X and Y? I am not clear about whether it can and whether it has been designed to make this distinction.

I am further perplexed by the remarks of a student in The Examination Process, "The examiners felt that I knew the material, but the paper did not communicate that." What is being measured? The process, the product, the knowledge, the performance, the ability to communicate on paper and in the evaluation session -- or on the paper alone? The answer to these might be, "It depends." I am obviously in need of more enlightenment about how the terms of evaluation are set in the initial design of the project and the negotiation with the evaluators.

From what I did peruse, it appears that evaluators give most attention to examination work as relatively isolated products, to be measured by the best objective norms which the evaluators can bring from their own backgrounds. There appears to be little articulated concern with growth and continuity of effort (save for F's work, which obviously consisted of the elaboration of research interests into further detail and more useful results). In the treatment of A, B, and F, there was some concern with the how of the projects, but little with the why, whence, and whither. Hampshire's published materials on the life of the college pay attention to individual patterns of learning and growth, but somehow the formal presentations by and evaluations of A, B, and F did not convey much of this spirit.

Given my perhaps overly optimistic expectations, I was also somewhat confused by omissions and by certain emphases in two otherwise thorough and

useful questionnaires prepared by the Office of Institutional Research and Evaluation: the "Hampshire Cycles Survey" and the "Examination Profile." The "Cycles Survey" covers most of the affective attitudes which a student might be aware of during the reporting period. But if one assumes that much of a student's experience of an academic milieu will depend upon whether the person is feeling the painful joy of learning, the few questions put on this issue seem rather inadequate or ambiguous. "How satisfied are you with your academic progress the past two weeks?" might be replaced and made more specific with: "Do you think you learned anything during this time? A new skill? A new level of skill? A breakthrough into new understanding? The first solid enjoyment of some new material or some familiar material with which you had been having problems? And so on." Such emphasis might also extend to questions 57-59, about things that happened, own deeds which were accompanied by strong emotional reactions, critical incidents which might affect the other answers -- a clearer instruction from the questionnaire, perhaps, to connect cognitive with affective processes.

The "Examination Profile," though more directly related to my concerns, did not apply to my consultative visit because I could not witness a full examination. But it was interesting to note that four first-page questions deal with the problems of arranging for an examination to occur at all, whereas only two questions deal with the learning that occurred "through the exam process itself" for the student (#11) and for the examiners (#12), without further differentiation among kinds of learning -- sharpening techniques, mastering new concepts, adjusting old habits to new problems, "getting a feel for the subject," making a discovery, etc. The deficiency appeared to be amply made up by the precise sub-categories on the second page for measuring Intellectual and Motivational and Physical skills, until I began to think about how I could have responded to this part of the questionnaire had I witnessed the crucial meeting of the student with the examiners. Then, if this questionnaire represents the educational objectives posited for Hampshire, I saw what might be a grave problem for the evaluation of some Hampshire students.

It appears that the Hampshire examination system aims to measure not primarily results or products but behaviors: continuing activities which demonstrate the capacity to perform, the readiness to perform, at certain levels of competence. Yet unless the student's advisor, some of the student's course-instructors, and some of the student's collaborating peers -- those who have close acquaintance with this student and frequent opportunities to observe the student's work -- sit on an evaluating panel, it is difficult to see how the evaluators can respond to the kinds of questions asked on the second page of the "Examination Profile." One of the bits of wisdom at my own college is that good learning contracts are negotiated from previous acquaintance between the student and the faculty sponsor. Our experience also shows that contracts are carried out well and evaluated well when there is frequent communication, collaboration, and guidance during the run of the projects. By seeking to escape from fixed durations of academic contact and yet by emphasizing the evaluation of behaviors, Hampshire seems to have presented a dilemma to many of its students and faculty members.

Perhaps this is far too harsh as a supposition; perhaps it is not borne out by events; perhaps there is, in practice, enough continuity between the

examination process and the student's day-to-day learning experiences that the formal separation of exams from other instructional contact does not really cause difficulties. Yet my brief observation of specific projects and evaluations leads me to worry about a shift of emphasis, in practice, from developing behaviors to isolated products.

IV. Utility of the Formal Evaluations

Another kind of continuity can be described when the various evaluative materials are put together in the student's portfolio. I have not seen enough individual evaluations of exams to judge their relative usefulness toward compiling the particular students' portfolios. I assume, however, that the "Sample Portfolio for a Hampshire College Student" prepared by A.J. Davis (February 7, 1974) is representative. The following comments are based on this document, a composite of reports on several pseudonymous students' work.

The "Faculty Adviser's Summary Report on 'Donald Badger'" is an excellent, detailed, informative summary. It makes precise generalizations and illustrates them with clear descriptions and examples. The author attempts to connect the data into a narrative of an academic career. The summary is deficient only in that there are no blemishes in "Badger," no weaknesses needing improvement, and little suggestion that "Badger" took out of Hampshire any strengths which he did not possess upon entrance. Though the report does not suggest growth, however, it clearly conveys a sense of progress in dealing with ever more demanding topics.

The abstract of the Division III Project submitted by "Jane Owens" and the faculty evaluation of the project are also incisive on the substance and the quality of the results she produced. The only overt concern for the process of learning during the project comes in the reference to her full-time work at "X" agency. "Jane" herself does not deal in her abstract with the reasons for her choices, the strategy behind her decisions -- and perhaps such a discussion would be inappropriate to the abstract. Yet when I read the professor's final judgment on the work submitted, "The paper showed depth of scholarship abilities, understanding of the problem, and an ability to express oneself in writing," I cannot help feeling that (1) the evaluation represents a fairly traditional result from a non-traditional milieu, (2) the issue of "academic standards" may refer more to the persistence of a conventional mind-set than to the comparative excellence of the student's achievement in travelling from one locus of competence to another more advanced, and (3) there may be a significant disparity between the goals of Hampshire as a living-learning environment and the sorts of emphases which evaluators are willing -- or able -- to discuss.

The abstract of the Division II concentration of "Paul Richards" is much more informative to me. "Paul" deals with motives, choices, needs, specific actions, reasons for the actions, and results of the actions. Perhaps this will be too autobiographical for most readers' tastes; yet if I were on the admissions board of a graduate school, I should feel that I could judge fairly well the direction in which Paul was going and with what momentum. Perhaps it is characteristic of Division II abstracts to convey a sense of growth; if so, I wish that the responsibility for describing a fusion of subjective and objective energies were more widely shared. By contrast,

the faculty evaluator's comments seem somewhat perfunctory and static. Because of the juxtaposition of the two accounts -- "Paul's" moving horizontally and the evaluator's making a vertical section, if you will -- I had a sense of completeness. Taken together, the two statements follow an Evergreen goal -- more often talked about than attained -- that the combination of a student's narrative self-evaluation and the faculty member's narrative evaluation should convey what went on, where it came from, where it leads, what development it has signified for the student, and how the work compares with the performances of other students within and beyond the college.

If the "Division I Examination Reports" and "Evaluation of Learning Activities" of "Roberta Jones" are indeed representative of what is communicated about a student's performance in Division I, then I must find this communication not nearly so satisfactory as the foregoing materials. On the one hand, it is likely to be of the least importance to external leaders -- officers of graduate schools and prospective employers; on the other, it represents chronologically perhaps the longest period of "Roberta's" career at Hampshire. Recognizing that the comments are much abbreviated from the full narrative evaluations, I must question their usefulness to readers beyond Hampshire or to those who would be working with "Roberta" on her Division II and Division III projects. Still, any such descriptions of projects and performances, no matter how much abbreviated, will be more informative than alphanumeric grades.

"Roberta's" examination reports, as summarized, leave much to be desired. Here, if anywhere, should come a concern for comprehensiveness, at least insofar as the student should demonstrate the ability to connect what she has learned on one task with other projects. It also seems logical that the evaluators should pay most attention to her general grasp of those school-concerns which she will <u>not</u> pursue farther at Hampshire. Yet her work in Language and Communication is treated as three disparate projects; her work in Humanities and Arts, though described closely enough, leads to no general estimates by her evaluators on how well she has understood the mode or modes of inquiry pertinent to the school; and her work in Natural Science and Mathematics is focused on two projects which the evaluators might have treated as instances of her ability to employ scientific methods but did not. It is a bit curious that the only concern for comprehensiveness should be shown here by the Social Science evaluators, who have connected her paper to the "range of techniques necessary for social science inquiry." Looked at as diagnoses, the four school evaluations indicate "Roberta's" readiness to proceed in her Social Science concentration. Yet an objective reader, knowing that she will be accountable for more work in Social Science but not in the other three schools, may be doubtful that she has satisfied the stated goals of the college itself in the other three areas. What Hampshire has done for and with "Roberta" in Division I is admirable, but the college should pay attention to the more precise adjustment of claims to practices, practices to claims.

V. <u>Summary and Recommendations</u>

This exhortation to adjust claims to practices, practices to claims -- to say what you mean and mean what you say -- is the sum of my remarks. If I have any right to encourage you in this way, it comes from the fact that my Evergreen colleagues and I live daily at the center of this problem. Must we now, on the basis of several years' experience, alter the ideals

of our rhetoric to fit what has actually gone on? Should we keep the initial principles intact and strive to improve our practices? It strikes me that both Evergreen and Hampshire must now move toward a youthful maturity by making still vigorous, still optimistic, but more frequently practicable claims -- while always seeking to improve our daily procedures to achieve the worthiest goals.

If there is a difference in tonality between us, I suspect that this can be traced to Evergreen's having made a somewhat more abrupt departure from academic tradition as a free-standing public college with no prior assumptions about prestige and everything to lose or to gain by itself; whereas Hampshire, though free of state funding formulae and legislative scrutiny, has been born into a noble and close-knit famiiy of institutions. There may then be a tendency to employ the language of that family on social occasions while developing one's own vocabulary for one's own daily work. Perhaps, then, I have dwelt far too much on the tenor of the published materials.

There is, however, one passage of published material which catches the spirit of what is attainable by Hampshire "examinations" or whatever you may choose to call them: "... the strength of the exam system at Hampshire lies in the notion of process: the student's assumption of independence and responsibility as he helps to set up a means whereby his work may be evaluated; and the process, too, of reaching for a passionate contribution on the part of the student to his own knowledge and understanding." (The Examination Process). More traditional concerns for "academic standards" and "comprehensiveness" should be subordinated to or, if necessary, superseded by this principle. All thoughts about improving the design of the examination system and the constituent procedures should follow from this.

Those who know Evergreen will recognize my suggestions for radical improvement of the exam system -- which Hampshire cannot put into effect without major institutional revision. You have dethroned the multiple-course pattern as the generator of piecemeal, time-bound academic credit. But Hampshire has not overcome the other educational perplexities which attend multiple courses -- the conflicts of fragmentary, concurrent obligations which diffuse momentum and make close narrative evaluation of progress almost impossible. The difficulties which people have in setting up exams are symptoms of the central problem. Paradoxically, the problem may sometimes be larger at Hampshire than elsewhere. Because many Hampshire examinations are really projects which entail time-spans of their own (rather than Oxford-Cambridge "vertical sections" lasting a few days at most), Hampshire has added other long-term obligations to those of the multiple courses. Count how many faculty members and groups a Hampshire student is responsible to in some way or another at a given time; now count how many fractions of how many students a faculty member is responsible for in some way or another at a given time. Does it seem, especially at the Division I level, that the total system works for or against the kinds of individual growth, unifying momentum, and close narrative evaluation of performance which Hampshire seeks?

Good evaluations come from acquaintance over time. Yet the courses, which permit at least some acquaintance over time, are not the loci of the main

evaluations. Nor does it seem that Hampshire should settle for Division I examinations which are primarily displays and critiques of isolated products. The appropriate tactics would be difficult to work out, but I can suggest a strategy, an emphasis: Try whenever and wherever possible to "grow examinations backward" so that they will become longer-term processes of instructional contact and collaboration. (I can imagine that a number of Division III projects operate in this fashion already.) Cluster students and faculty members so that such "examination teams" or "project teams" can hold seminars culminating in each student's being evaluated by the rest of the team, thus simplifying the lines of responsibility rather than complicating them. Whenever such instructional/evaluative clusters attain sufficient size, treat them -- both for students and faculty members -- as replacing course workloads. De-emphasize the courses still further as the loci of student-faculty interchange; they can be treated as faculty lecture/demonstration series, as available resources, not as involving much student participation through written work or other major assignments. If an exam is "one of the few times at Hampshire when you will be able to get some direct and explicit feedback," (Portable Adviser) then extend that time backward from the final evaluation session to encompass group meetings beginning with the signing of the initial agreement.

Move the base of student discussion, writing, and active sharing with faculty members to the examination teams themselves. You will lose the appearance of comprehensiveness, perhaps; you will lose flexibility in treating other Five-College courses as more than so many lecture series to be attended at convenience; but you will be able to deal with behavioral objectives rather than with one-shot performances. Occam's razor is especially useful for innovative institutions which are likely to proliferate new complexities in order to escape the known deficiencies of older systems: "Do not multiply entities unnecessarily." If each thread of academic responsibility, each obligation to report on a different piece of work to a different person or group, be considered as an academic entity, the reduction in the number of such entities and the strengthening of the essential ties would not be unworthy aims.

Such recommendations may be both unpalatable and unworkable. Several more modest adjustments in style and method may be of some use in making the examination/evaluation process more effective.

(1) Get rid of the word "examination." Relatively few "Hampshire examinations" seem to be examinations. Most seem to be projects developed for presentation to interactive critics for formal evaluation. If that is so, name the process for what occurs most often.

(2) Avoid the word "comprehensive" except when you really mean it.

(3) Integrate the affective principles of Hampshire as an environment with cognitive academic achievements and then investigate the richness of "progress" at Hampshire.

(4) Emphasize a student's ability to formulate questions and tasks, as well as to answer them and to carry them out; but offer more guidance -- and evaluation of the questions, if you will -- earlier on so that someone like Student A will not waste effort on an unmanageable project.

(5) I asked a number of questions about the procedures by which B's and F's work were evaluated, questions which the formal narratives of the evaluators did not answer. If such questions seem to you to be important, you might devise -- not a new "Examination Profile" -- but a checklist for evaluators to remind them of the issues which should be treated in their sessions and their narratives.

(6) The more "objectified" and specialized the paper or lecture or artwork presented for evaluation, the more necessary will be an accompanying autobiographical discussion to get at the learning process behind the production, to connect it with the student's full range of concerns.

(7) By all means provide clear accounts to the student and the world at large about "academic standards" -- how a given project measures up to norms for the achievements of other students or even to the expectations of a profession; but do not neglect measuring what the performance means for this particular student, how far this student has come in remedying deficiencies and strengthening capacities.

(8) Try as much as possible to acquaint the evaluators with the student to be evaluated; for some kinds of presentations, it might be well to include one total stranger as a referee, but it is also possible to achieve candor among close acquaintances. If the continuity of acquaintance cannot come from previous collaboration, then let the student's cumulative portfolio of evaluations and self-evaluations establish at least some continuity. For example, prospective members of a Division II evaluating committee should read the Division I materials in the student's portfolio at the time when arrangements are being negotiated and again just before the evaluation session. Similarly, the Division III evaluators should know the student at least by having perused the materials accumulated in Divisions I and II.

(9) In writing or reading evaluations, beware of imaginary gardens without any real toads in them. The writer of an evaluation should not call attention to a blemish or a lack just to court credibility, but Hampshire evaluations of projects should also not read like all-purpose letters of recommendation. Let those who have the knack of writing precise generalizations and ramming them home with illustrative details help those who haven't developed tactical sureness.

(10) When helping anyone prepare a portfolio to serve as a transcript, or when writing an evaluation with knowledge of what the student has written about the experience of doing a project, develop editorial sensitivity about what a future reader will want to know -- whether that reader will be another Hampshire evaluator or a prospective employer or an officer of a graduate school.

(11) Recognize the sad truth that the outside world is used to alphanumeric grades and eulogistic letters of recommendation filled with adjectival characteristics but precious few details about what persons have done and can specifically do -- that Hampshire

and Evergreen will persuade outside readers about the value of their students' learning only if our narrative transcripts are better, more candid, more informative than any other transcript the reader has ever seen.

(12) Do not pay too much attention to visiting critics who see that your students are really learning but who don't know enough about the intensive and valuable peculiarity of Hampshire to be able to figure out from your blueprints how on earth it can possibly work. We have the same problem with visitors to our campus, which may be geographically far removed but which in many thoughts is quite close to you.